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ABSTRACT

This document is one of three volumes (CE 018 032 and ED 143 814) which contain career education instructional units developed by college teachers to be infused in university-level courses. (See CE 018 030 for the report of inservice and curriculum development activities.) Chapter 1 of this document discusses the role of career education in higher education. Chapter 2 contains a brief description of the development of the instructional units; a description of the unit format; and twenty-four career education instructional units. These units are designed to infuse career education concepts and information in the following areas: self-assessment and time management; self-awareness; economic awareness; teacher education; economics; advertising; sex-role stereotyping; career awareness; values clarification; decision-making; interpersonal relationships; work attitudes and values; educational awareness; ethics; employment opportunities; and special education. An evaluation form for career education materials is also included. (BM)

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CAREER EDUCATION IN HIGHER EDUCATION

VOLUME III

Prepared and Edited

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CHAPTER 1

CAREER EDUCATION IN HIGHER EDUCATION: AN INTRODUCTION

The career education term was popularized by Sidney P. Marland, the form U. S. Commissioner of Education in the early 1970's. The terms as well as the movement associated with it has become somewhat elusive. In a continuing attempt to clarify this concept it is being contantly redefined. In a most recent effort, Hoyt reports:

> "Career education can be defined as an effort aimed at refocusing American education and the actions of the broader community in ways that will help individuals acquire and utilize the knowledge, skills, and attitudes necessary for each to make work a meaningful, productive, and satisfying part of his or her way of life." (p. 1)

This conceptualization of career education calls for major reform of the educational system to include an emphasis on preparation for life and providing skills to help all citizens cope with living. It has as a major emphasis the need to help youth develop skills to make the transition from school to work. To accomplish this, the advocates of career education are calling for curriculum and attitudinal reform in both K-12 and post-secondary institutions of learning.

The traditional posture of many post-secondary institutions is to minimize their responsibility to assist students with career development needs. Individuals who are seeking to sort out choices and options often find little or no help in this process on college campuses. This is occurring at a time when the complexity of making a reasonable occupational choice consistent with one's interests, abilities and aptitudes is becoming more difficult. Unfortunately, the attitude of some college and university faculty regarding concepts

such as career education, vocationalism or career development is that they are anti-intellectual. On the other hand there are many more colleges and universities who have been inclined to develop add-on programs to help students solve education/work related problems. These programs are typically seen in the addition of mini-courses in resume writing, interviewing or in the expanded services of the college placement center. What has happened is that while some of the students services have been adjusted to meet students' needs, faculty members continue to operate with a "business as usual" attitude.

It is our view that career education does not in any way detract from the intellectual nature of a college or university education. We feel that it in fact helps to place the more esoteric courses in proper perspective with the professional preparation courses. Thus, career education adds something more to the educational experience rather than taking something away from the experience.

We also feel that the add-on approach is inappropriate by itself as it does not have an appreciable impact on the teaching/learning process. It is only when there is an impact on this process that it can be said that career education has taken place (Hoyt, 1977). Thus, the infusion of career education into the teaching/learning process is critical to the acceptance of career education on the campus. If this is going to be accomplished, the college or university faculty will need to re-examine the process of teaching and their role in responding to the total needs of students.

Survival means more than possessing occupational skills, it includes coping skills for enjoying all aspects of an individual's life. The evidence indicates that graduates of our major institutions appear to lack skills in many of these areas. If faculty members believe that preparation of youth for successful living is a priority for educational effort, then our behaviors must include activities that demonstrate this. Assisting students with self examination, decision-making, work values, career coping skills and expanding career awareness are logical areas in which to begin.

Quite simply, faculty in higher education will need to introduce the career implications of their work to all students, not just those enrolled in technical or direct career preparation programs. It doesn't appear possible that institutions of higher learning can avoid the integration of practical application with liberal arts in the coming decade.

The infusion of career education within institutions of higher education is a formidable task. Yet, the infusion of career education into the curriculum is conditioned by the necessity to meet national accrediting standards and the ever increasing content demands within limited time allotments. Intrusions that call for additional course content or limit the amount of material being presented will be met with mixed reactions at best. As a result, career education advocates must demonstrate that the infusion of this concept will not dilute the quality of any program or course. This seems to be a key element in the acceptance or rejection of career education in higher education.

CHAPTER II

CAREER EDUCATION INSTRUCTIONAL UNITS

The problem of infusing the philosophy and practice of career education in the college/university curriculum poses a serious problem. In an attempt to provide a partial solution to this problem, the concept of infusing career education through regular courses was undertaken. As a result of these efforts, a series of career education infused curriculum units has been developed and field tested.

These career education units have several advantages:

1. Students can begin to develop a realistic appraisal of their career goals.
2. Students can relate cognitive theories to actual work situations.
3. Faculty can maintain the same content level while allowing students to learn some life coping skills.

These units were developed and field tested by a group of faculty who had extensive career education training and had written other infused units. Each author was required to utilize at least one of the eight career education elements. To insure some consistency in format and permit greater use by other professionals, the following model was utilized.

MODEL FOR UNIT DEVELOPMENT

Production of high quality curriculum material at minimum cost and within time constraints is enhanced through use of common procedures of unit refinement/development. Since the following format

effectively communicates its intentions to both learner and instructor, it is suggested that this be used in preparation of an instructional unit for publication.

UNIT FORMAT

INTRODUCTION

Discussion of the purpose of the instructional unit and a brief overview.

GOAL(S)

A global statement of direction, intent or long-range aim.

OBJECTIVE(S)

A specific statement of intention(s) in terms of observable or measurable student performance. One of the following three criteria should be included in each objective:

1. What the learner must do.
2. Under what conditions and with what materials it must be done.
3. Standard of performance to be met - how the teacher and student will know that a specific standard or level of accomplishment has been attained.

Each unit goal should have at least one performance objective which is stated so that accomplishment of it facilitates movement toward the goal.

LEARNING ACTIVITIES

Specific classroom, community or campus based activities that facilitate attainment of the objectives. The content should be in topic form and generally describe the concepts, skills, understandings

and personal learnings that will be provided the learner. It is suggested that at least one learning activity be outlined for each performance objective.

EVALUATION

Specific techniques or procedures to assess learner achievement and/or program effectiveness.

TIME CONSTRAINTS

Recommended time frame for presenting the unit.

RESOURCES

Curriculum materials, lists, games, tests, resource people, field experiences, work-study stations, texts, and so forth, which may assist the learner in meeting unit objectives.

CAREER EDUCATION INFUSED CURRICULUM UNITS

The following career education infused units are provided for use by faculty members who teach in post-secondary institutions. These units have been written with the intent that the basic concept of a unit may be modified and changed to fit different courses and to be utilized in academic areas other than education and business. It is hoped that these units and/or ideas from these units will be used by faculty in all discipline areas.

CAREER MANAGEMENT: DEVELOPING SELF-ASSESSMENT AND TIME MANAGEMENT SKILLS

Diana B. Beaudoin

INTRODUCTION

The purpose of this unit is to increase the student's self-awareness, enhance employability skills, and improve decision-making of alternatives. Although the average student is bombarded with good advice about how to best utilize his/her time and/or how to get the most benefit from the college experience, there is generally little direction from anyone in actually implementing these suggestions. Many students learn through trial and error, and/or realize too late in their formal educational training, that these suggestions may have been valuable.

Various business leaders, in attempting to anticipate the office needs of the future, stress that skills will be the key to job mobility, and not the willingness to relocate to a different geographic area.

GOALS

The purpose of this unit is to help the student improve their skills in self-assessment and time management in preparation of a career and job mobility and to:

1. Strengthen individual self-assessment skills.
2. Analyze allocation of time and resulting implications for personal values and career development.
3. Improve employability through occupational research and job-seeking skills.

OBJECTIVES

Students will be able to:

1. Identify individual strengths and weaknesses, personal characteristics and vocational skills which might effect employability.

2. Recognize that personal and career-related goals are best accomplished through effective time management.
3. Research career areas of specific interest and interview individuals working in these career areas to gain factual information for future decision-making.
4. Demonstrate skills in resume writing, job interviewing, and self-awareness.

LEARNING ACTIVITIES

The following activities will be completed by each student:

1. Each learner who participates in this project will write a five-page case history of himself/herself. This case history may be shared with the entire group and will be read by the instructor as part of the final evaluation of the project. The case history should include a general autobiographical description, strengths and weaknesses which relate to the world of work, special vocational skills, anticipated career choice, characteristics most important to the individual when selecting a job, and how the individual is currently preparing for a career.
2. Early in the semester, the instructor will have students keep a diary for a week and record their activities each half-hour. Beside each entry indicate a plus (+) if that activity is pleasurable, satisfying or worthwhile personally. Indicate a minus (-) beside those entries which which are not enjoyable, not personally satisfying nor worthwhile. Later in the semester, a difficult, tedious assignment will be given which will require some time to complete. At the beginning of class when the assignment is due, each student is to clip his/her diary to the

front of the assignment.

The class would be divided up into small discussion groups, 4-6 students per group. Students would be asked to discuss their reactions to the assignment, how well they thought they had done, what implications (both positive and negative) of utilizing time, setting priorities in how time is used, and how the use of time reflects individual values. Additional areas of discussion might focus on a comparison of the amount of time spent on activities toward which there is a negative or positive feeling or on the feelings of the students toward activities which are career-related.

Each group will report to the class its findings and observations, and discuss the implications that this exercise might have for the future.

3. The student will personally interview one alumnus of the school who is employed in a job related to the student's primary career interest. Students will attempt to learn from alumni how their educational experiences could have been better utilized and what career alternatives are available in their area of employment. This information will be incorporated into a final report.
4. Students will conduct research to determine career alternatives available to them in their chosen career area. Possible sources of information: Employment Security Commission, Dictionary of Occupational Titles, career education library, Occupational Outlook Handbook, and employment forecast data.
5. The completed student report will include:
   a. A statement of career choice and possible alternatives which utilize similar skills.

b. A summarization of personal skills, strengths, and weaknesses which relate to the career area.

c. An analysis of how the student's time is spent, both for personal satisfaction and how it relates to the chosen career, and any plans for utilizing time differently in the future.

d. A list of specific plans to improve employability skills and take advantage of the educational environment to better prepare for a career.

e. An evaluation of what the students learned about themselves and their chosen career area, as well as whether the project that was beneficial.

f. The five-page case history prepared previously.

EVALUATION

This entire unit would be equivalent in grade to a major report, paper, or exam. The student report evaluation will be based upon proper format and style, assembling the interpretation of specific findings, analysis and correlation of information to student's career needs, and development of specific plans to improve employability skills and educational opportunities.

TIME CONSTRAINTS

This unit is designed to be infused in any professionally oriented course as a semester project. It could also be completed in 3 or 4 intensive class meetings plus the time required for out-of-class activities.

RESOURCES

Books:

1. Occupational Outlook Handbook, Washington, D.C.: Department of Commerce, Bureau of Labor Statistics, 1976-1977.

2. Dictionary of Occupational Titles. Department of Labor, Washington, D.C.: U.S. Government Printing Office, 1977.

Federal, State and Local Agencies:

1. Employment Security Commission
2. College Career Planning and Placement Office
3. Federal and State Department of Labor
4. College Alumni Office

UNDERSTANDING HOW ECONOMIC CONDITIONS AFFECT CAREER CHOICES

Diana B. Beaudoin

INTRODUCTION

Many students who are concerned about their future career opportunities, begin early in their formal educational training to acquire skills for a specific type of work. These skills may or may not be highly developed by the time the student graduates from high school or post-secondary education.

Most students have not prepared themselves for the world of work throughout the formal educational process. The students frequently are undirected in their attempts to analyze their career choices misguided by inaccurate information from family or friends or easily succomb to misleading advertising and promises for such instant career preparation as "get-rich-quick" training programs, career courses or career schools.

In addition, many careers are launched with little regard for the effects of current and future economic conditions upon career choices. A classic example is the overabundance of elementary and secondary teachers which currently exists in our country. Those people who have accurately predicted the need for certain types of occupations have little difficulty securing satisfying work. Unemployment, unrewarding work, or drastic career changes may be in store for those people who have not heeded, or misjudged occupational demands.

As each of us gathers new information about the world of work which relates to our career choice or current occupation, we compare the new information to what we already know; alter, if necessary, our

current behavior or plans to meet anticipated new developments or decide to change careers or career emphasis. The individual who anticipates a career change needs to carefully assess his/her current skills, skills needed for the newly selected career, and to develop a plan to acquire the required new skills. This can only be accomplished successfully if the individual clearly perceives what he/she wants from a job, i.e., his or her values about work.

Through a combination of classroom activities and individual assignments, this unit focuses upon: (1) the importance of understanding economic conditions as they affect career choices; (2) developing self-awareness which precedes deciding upon a career or career change. This project can best be incorporated in a post-secondary class--vocational school, two or four-year college or university, community or junior college--with the various activities infused throughout one semester's work.

GOALS

The activities in this unit are designed to help the student gather specific information about the economy through various sources, relate this information to current employability, and project job trends which might influence his/her career choice. Based upon this information and an examination of career development up to the present time, the student will develop a plan of action and/or study to prepare for a chosen career or anticipated career change.

OBJECTIVES

Upon completion of this unit, the student should be able to:

1. Demonstrate possession of a reasonable degree of basic information about current and future economic trends and effects upon employability.
2. Assess personal traits which affect job performance.
3. Demonstrate planfulness in striving to achieve job satisfaction and acceptable goals and objectives.

LEARNING ACTIVITIES

1. A. Early in the semester each student is assigned to gather evidence of the effect of the general level of employment or growth in the economy on job opportunities. Students should consider the effects of recessions or booms on the number of jobs available, the effects of an inflationary or depressed economy on employability, and the "highs" and "lows" that affect the job market in their chosen occupation. The student should consult a minimum of three sources for this information. The following sources are suggested:
   a. Business sections of current newspapers or magazines.
   b. Visit the State Employment Services to discover how business cycles affect job opportunities.
   c. Obtain publications from the Bureau of Labor, State Employment Services, the Federal Reserve Board, and the National Economic Advisory Council indicating trends and statistics relating to employment and unemployment.

d. Obtain the State Plan for Vocational Education which includes a five-year projection of job needs in the state.

e. Analyze the Gross National Product and other economic indicators and their effect on the job market.

B. Each student will prepare a brief oral report, supplemented with charts and graphs where appropriate, describing the effects of the economy upon job opportunities in his/her chosen career area and job trends for the future.

2. Early in the semester each student will read an autobiography or biography of a successful person in his/her chosen career area. A brief written report will be prepared highlighting the major career decisions made by this individual throughout his lifetime and relating these decisions to the economic conditions of that time. Attention should also be given to that individual's feelings or beliefs about work and how the type of work influenced his or her life style. Suggested autobiographies or biographies: John L. Lewis, Henry Ford, Thomas Jefferson, John Buckin, Margaret Bourke-White, and many others.

3. There are four handouts to be infused throughout the semester's coursework. Students should respond individually to each handout followed by small group or class discussion of each handout.

Handout 1, "Values Budget," is designed to help students identify the priorities in their own value system related to the world of work.

Handout 2, "Habits That Can Earn Money," is designed to help the student realize that even without work experience, he or she possesses certain traits which are valuable to an employer. Handout 3, "Jobs I've Had," helps the student analyze previous work experiences from the point of view of personal satisfaction. Handout 4, "Job Satisfaction and Dissatisfaction," helps the student analyze current work experiences.

4. Each student will prepare a narrative description of his/her own career development noting the significant factors, experiences, and decisions which lead up to his/her present status and goals. This narrative will be followed by a program of action/study designed by the student to prepare for his/her chosen career or career change. The narrative should include the effect of current economic conditions upon the student's career opportunities.

EVALUATION

1. The student's oral report will be evaluated using the following criteria:
   a. Thoroughness of research.
   b. Comprehensive treatment and interpretation of data as it relates to career area.
   c. Organization and delivery of oral presentation.
2. The brief written analysis of the biography or autobiography will be evaluated using the following criteria:
   a. Synthesis of individual's major career decisions.
   b. Comparison of individual's decisions with economic conditions of the times.

c. Analysis of individual's feelings or beliefs about work and life style.

d. Format style, organization.

3. The final student narrative of his/her own career development and plan of action/study will be evaluated using the following criteria:

a. Format and style

b. Analysis and interpretation of significant student experiences and decisions.

c. Development of a realistic plan of action/study to prepare student for chosen career.

d. Analysis of the effect of current and projected economic conditions upon student's career choice.

TIME CONSTRAINTS

1. Oral presentation and preliminary research should be completed within first four weeks of semester.
2. Autobiography or biography should be assigned at the beginning of the semester. Brief written report to be completed within eight weeks.
3. The four handouts should be infused at appropriate times throughout the semester.
4. Individual student narrative and plan of action/study should be assigned at the beginning of the semester to be completed two weeks prior to the end of the semester.

RESOURCES

1. Current newspapers and magazines.
2. State Plan for Vocational Education, available from most state departments of education.
3. Appropriate biographies or autobiographies of individuals associated with the student's career choices.
4. "Values, Budget," taken from : Hollis, L. V., Career education and business education. Boston, MA.: Houghton Mifflin Co.
5. "Habits That Can Earn Money," "Jobs I've Had," and "Job Satisfaction and Dissatisfaction" taken from: Hrusla, J. & Papper, W., The human side of work. Amherst, MA.: University of Massachusetts, 1974.

APPLICATION OF CAREER EDUCATION IN A BASIC UNDERGRADUATE FOUNDATION MODULE

SELF AWARENESS - ECONOMIC AWARENESS

James Hart

INTRODUCTION

"Analysis of Self" is a basic educational foundations module offered to college freshman as a part of the teacher education program. The module meets twice each week for ninety minutes for five consecutive weeks. The unit focuses on the development of self awareness for students at the undergraduate level of instruction.

Since the basic module focused entirely on self-awareness, it was felt that an additional element of career education should be infused into the unit. The additional element chosen was that of economic awareness. The purpose of this additional element was to get the students to consider how their long-term personal plans fit in with their job choices and to consider the various economic factors involved in budget planning.

The unit is designed as a series of individual and team assignments that students will complete throughout the five-week modular period. Once these assignments have been completed, the various individuals and teams will report their findings to the class. The final activity for the class will be the completion of the post-evaluation test included in the evaluation section of this unit.

GOALS

The overall goals of this unit are (1) to get the students to consider how their long-term personal goals fit in with their job choices, and (2) to get the students to consider various economic factors involved in budget planning. Because of the time element involved, only selected factors involved in budget planning are included.

OBJECTIVES

The specific objectives for the unit are:

1. Students will learn of the procedure and various costs involved in purchasing a house.
2. Students will learn of the procedure and costs involved in planning a funeral.
3. Students will become aware of the expenses involved with the birth and care of a baby.

LEARNING ACTIVITIES

1. Students in the class will be divided into teams of two and each team will choose one of the following activities:
   a. Assume that you are interested in purchasing a house for your personal residence. Your combined incomes equal $18,500 per year. After reading the real estate section of the local newspaper, contact one of the real estate agents and discuss your housing needs with him or her. After deciding which house you wish to purchase contact a loan officer at a bank and make arrangements for purchasing and financing your house. Don't forget such items as closing costs, interest payments, insurance, cost of utilities, and so on.
   b. Read the obituary section of the local newspaper. Attend a funeral and observe carefully all the various details. Now, visit a local funeral director and plan a funeral for a hypothetical person. Ask the funeral director to explain the various services that are available and the costs of these services.

c. Assume that you are expecting the birth of your first child. Interview the parents of a newborn child and find out what kinds of expenses were involved. What were the various medical expenses and how much new equipment was necessary for the new baby? Visit an insurance agent and discuss various medical, hospital and health care insurance plans with him.

2. After completing one of the above assignments, each team will discuss their findings with the entire class. Since several teams will have completed each of the assignments, their results will be compared and discussed.

EVALUATION

The following problems will be given to the students to complete in class at the close of the unit.

Problem 1:

In an attempt to figure their monthly mortgage, Oliver and Hortense choose a $40,000 home. They can afford a 25% down payment, so they subtract that from the loan. The remainder of the $40,000 will be borrowed at 9½% for 30 years. The taxes are $517.00 a year and the insurance is $180.00 a year. Help Hortense and Olly by figuring the total monthly payment for their possible new home. Show your work.

Problem 2:

Alice Halswelle has the unfortunate duty of putting her husband in his final resting place. Lucky for her you took this course and are willing to help her out. Plan a traditional funeral, starting from the moment of death. List the steps in their order. If the step has an expense, include that and total all expenses at the end.

Problem 3

Joe and Sandra are expecting a baby. They have not had their medical insurance long enough to cover maternity benefits. Help them figure out how much they can expect to pay for medical expenses plus the necessary equipment and supplies for the baby when they bring it home. List everything, its approximate cost, and figure the totals.

TIME CONSTRAINTS

This unit is designed for use in a short module or mini-course of five weeks duration. After the teams are formed and the learning activities are assigned during the first class meeting, the students will complete the activities outside of regular class time. At the end of the third week, one class period of 90 minutes will be used for the students to share and discuss their learning experiences. The first 20 minutes of the following class period will then be used for the administration of the post-evaluation test.

RESOURCES

The only resources used in this unit will be the local newspaper and the various community people that are selected by the students. Printed materials have been intentionally omitted in order that the students will need to actually contact various community resources.

APPLICATION OF CAREER EDUCATION IN A BASIC GRADUATE COURSE IN EDUCATION

James Hart

INTRODUCTION

Despite the fact that certain segments of our society do not look favorably upon women with families working outside the home, more and more women do hold outside jobs. According to the latest census, the percentage of married American women with outside jobs rose from 13.8 percent in 1940 to 39.2 percent in 1970. Among Black women and women in other minority groups, 49 percent of these married women work outside the home.

The purpose of this unit is to encourage the students to examine their lives in terms of their multiple career roles. They are asked to consider their multiple role responsibilities and how these responsibilities affect their lives. After examining the effect of family responsibilities on careers and career responsibilities on family life, the students will be encouraged to consider family arrangements and community facilities which can aid them in carrying out their dual responsibilities.

GOAL

The overall goal of this unit is to involve students in a consideration of such contemporary issues as child-care, dual career parents, childless families, career development and their impact on marital and family relationships.

OBJECTIVES

The specific objectives for this unit are as follows:

1. To help students evaluate preferences and personal priorities in terms of social and vocational options.
2. To encourage consideration of nontraditional careers by providing models of people who have found fulfillment in these areas.
3. To develop an awareness of how male/female roles and behavior patterns are formed.

LEARNING ACTIVITIES

1. The following discussion questions were chosen for this unit:

Do men receive the same conditioning as women early in life--are they told that bringing up children and running a household will be a major responsibility and a source of fulfillment? If not, does this affect their ability to run a household and deal with children?

Can homemaking be a satisfactory career choice for a woman? For a man? If so, should each be given the choice of doing it? If not, should each have the opportunity to look elsewhere for personal fulfillment?

What problems might a woman face in rejecting her role as full-time homemaker and choosing an outside career instead? What problems might a man face in choosing to stay at home?

What effect should the birth of a child have on a woman's career? On a man's? Why? Does it matter which parent is at home with the child? Why or why not?

Does having a family interfere with a woman's ability to fulfill her career obligations? Why? Does it interfere with a man's ability to fulfill his job responsibilities? Why? Is a double standard applied?

What are the advantages and/or disadvantages of a parent-substitute (housekeeper, grandparent, babysitter, etc.) in the home caring for the children?

Are day care centers a satisfactory method of child care while a parent is away? Why? What other resources might a working parent draw upon to help juggle the responsibilities of working and raising a family?

How might money influence a woman's decision to work -- either requiring her to take a job, or making it possible for her to be wife/mother and career woman?

If a married woman works, what are the advantages for herself? For her husband? For her children?

What possible disadvantages could result if both parents are working?

How might a woman's working reduce the overall income of the family? In this case, is a woman justified in working? Why or why not?

What are the benefits, if any, of having a man in the house to assume a larger share of the household chores? Of the parenting?

How do you feel about the idea of a marriage contract spelling out the duties of each partner, and how the household will be operated? Why? Do you think it might be appropriate for some couples and not for others? Why?

Of the 31 million women in the labor force in May, 1970, nearly half were working because of a pressing economic need -- being single, widowed, separated or divorced or having husbands whose incomes were less than $3,000 a year.

Should men be granted "paternity leave" when a child is born -- just as a woman is now granted "maternity leave"? Why or why not?

2. The following handout on related background materials will be distributed to the class during the introduction to the unit.

Related Background Material*

The Nuclear Family -- Its Demands as a Unit

It is considered the job of the woman (the wife and mother) to provide the safety valve that family members require for revitalization in their job activities, and schooling outside the home. There is a less rigid division of labor within the European family and American husbands are said to share in the work of the household -- but this has not brought about any considerable change in the American woman's basic roles. Her roles often include roles which are extensions of her husband's occupational roles. The basic duties of the average wife include:

A. Caring for the home, husband, and children.

B. Managing, so that the husband gets a portion of the wife's time.

C. Entertaining his business associates or fellow workers and their mutual friends.

D. Participating in social and civic affairs as an aid to her husband's career.

The standards of her conduct include: tact, sociability, adaptability, patience, understanding, reserve, intelligence, a sense of humor, and good physical and mental health.

Traditionally, a married woman's self-image has been defined in terms of others, instead of in terms of what she, herself does. Her sense of identity is not obtained from a job as much as from her husband or her children. Many women enjoy the role of full-time homemaker, but others find it an unsatisfactory arrangement. They point out that when a woman gets her only satisfaction vicariously through her husband, it places a burden on both of them -- not only a financial burden in that the husband must support the family single-handedly, but a psychological burden, as well. This set-up not only demands that the husband provide the fulfillment and justification for two lives, but also may create a gap between partners as a result of their differing lifestyles. One mate spends most of his time in contact with the outside world, meeting new people and exposed to new things, while the other is limited to the confines of the household.

Number of Married Women Working: (With husbands at home)

In spite of the fact that society does not look favorably upon a woman with a family working outside the home, more and more women do hold outside jobs. According to the latest census, the percentage of married American women with outside jobs rose from 13.8 percent in 1940 to 39.2 percent in 1970. Among Black women and women in other minority groups, 49 percent of those who were married worked outside the home.

Effect of Women Working on Marital Adjustment ----

There is no consistent evidence that working women have more marital conflict than those who are full-time homemakers. On

the contrary, many couples report that their marriages improved when both partners were personally fulfilled. If a woman decides after she has been married that she wants to work, the attitude of the husband is usually the most important factor in determining the impact of her working on the family. To the extent that he favors her working and is willing to make the necessary adjustments in his life, an additional career in the family does not have to be a problem. When a woman who is already working decides to marry, both partners usually agree before the wedding whether she will continue her career.

Effects on the Children

Research into the effect of maternal employment on children has produced a number of different findings. Most studies have failed to find significant differences in adjustment between children of working and non-working mothers. Some have shown that children of working mothers grow up with increased independence and self-reliance. They maintain that it is not the amount of time, but the quality of time a parent spends with the child that is important. Either parent is considered capable of providing the love and care that the child needs, and fathers are encouraged to assume more of the parenting responsibilities. While day care centers and babysitters provide a vital--and sometimes essential--function, some studies conclude that they can cause difficulties. They point out that the child might be exposed to conflicting attitudes and behavior from those

taught at home, which creates confusion and inner conflict. One thing which experts in the field of parent-child relations agree upon is, that one can say almost anything about the children of employed mothers and support the statement by some research study or other.

Effects Upon the Woman Herself

An outside job can provide a woman not only with an income for her labor, but also with a sense of accomplishment and a means of establishing an identity of her own. It might also heighten her self-esteem by helping her to be self-supporting or, at least, a contributor to the family income. And, finally, by providing her with an opportunity to get out and meet people, and face new and different situations, a job may promote personal growth. A woman with contact with the outside world often can bring more to her role as wife and mother, and has the security of knowing she has a marketable job skill, should something happen to her husband. A working woman might sometimes be faced with a conflict of roles, however. People may view her negatively for being ambitious or, for "furthering her own interests to the detriment of her family". She may have to come to terms with the sense of guilt which comes from her violation of traditional female behavior. A double standard does exist--being ambitious is a positive attribute for men, but is used in a negative way when applied to women.

3. Each student will be required to interview at least two career couples. At least one of these career couples must also be parents of dependent children. During the interview, the following questions must be asked:
   A. What problems have you encountered with each of you pursuing careers?
   B. Does having children present additional problems for career-minded parents?
   C. Do you think children benefit from having both parents working?
   D. What facilities do you use which help you to combine a career with parenting?
   E. How do your separate careers affect your relationship with one another?
4. During class time the students will share the results of their interviews.
5. Students will be assigned various readings from the list of resources included in this unit.
6. Extensive class time will be devoted to a discussion of the questions presented with the objectives section of this unit.
7. Students will complete the pre-post test included in the Evaluation section of this unit.

EVALUATION

The following exercise will be given as both a pre and posttest for the unit. After completion of the post administration of the exercise, pre and posttest results will be compared. These results will be shared with the class for discussion purposes.

Pre-Post Exercise

On a scale of one to five:

1. How much are you affected by our society's view of what you should be?

1	2	3	4	5
Not at all		Average		Very

2. How do you feel about a woman combining a career with a family?

1	2	3	4	5
Very Negative		Neutral		Very Positive

3. How do you feel about a man combining a career with a family?

1	2	3	4	5
Very Negative		Neutral		Very Positive

4. How well do you accept change in your own life -- and in the world around you?

1	2	3	4	5
Not well at all		Average		Very well

5. How qualified do you think women are to fill a position usually held by a man (police officer, astronaut, etc.)?

1	2	3	4	5
Not at all		Average		Very

6. How qualified do you think men are to fill a position usually held by a woman (kindergarten teacher, home economist, etc.)?

1	2	3	4	5
Not at all		Average		Very

7. Do you think both men and women should be given the opportunity to enter the field of their choice?

1	2	3	4	5
Definitely not		Neutral		Very definitely

Sentence Completion:

I do/do not (cross out one) think I could be happy spending most of my hours keeping house because...

I do/do not (cross out one) think that children gain from having both parents work because...

I do/do not (cross out one) think that a woman can be both a successful career woman and a good mother at the same time because...

When I see a successful career woman with a family, my reaction is...

When I see a successful career man with a family, my reaction is...

TIME CONSTRAINTS

This unit is designed for use in a continuing education class that meets for 150 minutes each week during a 16-week semester. The unit itself is designed to be used during one of these 150-minute sessions.

Previous to this particular session the pre-test exercise is to be completed by the students, the hand-out, Related Background Material, is to be distributed, and advance readings are assigned. Students are also assigned the interviews to be completed before the next class session.

The first 30 minutes of the class session devoted to this unit are to be used for students to share the information and thoughts obtained from the interview assignments. Following a 15-minute coffee break the class time is then devoted to a discussion of the questions presented with the objectives section of this unit. Approximately one hour should be allotted to this discussion. At the end of the discussion

period the post administration of the exercise is to be completed.

Comparison of the pre and post exercise results are to be shared with the students during the first 15 minutes of the following week's class session.

RESOURCES

1. Books:

Bernard, J. The future of motherhood. New York: The Dial Press/Dell, 1974.

Biller, H. & Meredith, D. Father power. New York: McKay, 1974.

Brenton, M. The American male. New York: Coward-McCann, 1966.

Coleman, J. S., Chairman. Youth: Transition to adulthood: Report of the panel on youth of the President's science advisory committee. Chicago, IL.: University of Chicago Press, 1974.

Epstein, C. F. Woman's place: Options and limits in professional careers. Berkeley, CA.: University of California Press, 1971.

Farrell, W. The liberated man. New York: Random House, 1974.

Farson, R. Birthrights. New York: Macmillian, Inc., 1974.

Group for the Advancement of Psychiatry. The educated woman. New York: Charles Scribner & Sons, 1975.

Kay, H. Male survival: Masculinity without myth. New York: Grosset & Dunlap, Inc., 1974.

Oakley, A. Woman's work. New York: Random House, 1974.

Pogrebin, L. G. Getting yours: How to make the system work for the working woman. New York: David McKay Co., Inc., 1975.

Theodore, A. (Ed.) The professional woman. Cambridge, MA.: Schenkman Publishing Co., Inc./dist. by General Learning, 1971.

2. Pamphlets:

"Anything you want to be: Leader Discussion Guide" American Telephone and Telegraph Company, 1976.

"Fact sheet on the earnings gap." G.P.O., Superintendent of Documents, Washington, D.C. 20402. Stock #2916-0004. $.10.

"The female experience." Psychology Today, 595 Broadway, New York, New York 10012. $4.25 per copy (prices vary outside of U.S., with state taxes, and with quantity of institutional orders).

"Parenting." by Patricia Maloney Markam (1972-73 Annual Bulletin) Association for Childhood Education International, 3615 Wisconsin Avenue, Washington, D.C. 20016. $2.50 prepaid.

"We can change it!" by Susan Shangel and Irene Kane. Change for Children, 2588 Mission Street, Room 226, San Francisco, CA 94110. $1.25 prepaid.

"Women's changing place: A look at sexism." by Nancy Doyle (Pam. #509) Public Affairs Commission, 381 Park Avenue South, New York, NY 10016 $.35 prepaid.

APPLICATION OF CAREER EDUCATION IN A BASIC UNDERGRADUATE EDUCATION COURSE*

James Hart

INTRODUCTION

The extent of change is often overstated, disguising the fact that, in reality, very little progress has been made. Society has barely begun to achieve the desired goal of all jobs open to all people -- with no penalties attached to the option they choose. It also has not fully insured that individuals can advance within the profession they choose according to their abilities.

The purpose of this career education unit to be included in the semester-long American School course is to cause students to focus on personal and societal changes that are now occurring. The students will consider ways in which their own attitudes and values have changed over the past few years and which factors have been responsible. They will also examine those factors on the national scene, legal and attitudinal, which have promoted or hindered social change. Finally they will be asked to determine whether there are areas of society still in need of reform -- and the methods they feel will be most effective in bringing it about.

GOALS

The overall goals of this unit are:

1. to allow students to examine the phenomenon of change in our society, and
2. to motivate students to consider those factors which promote or hinder social change.

*Much of the material used in the preparation of this unit has been adapted from the Leader's Discussion Guide that accompanies the film, Anything You Want to Be. The film is distributed by the American Telephone and Telegraphy Company and could serve as an excellent introduction to most career education units.

OBJECTIVES

The specific objectives for this unit are as follows:

1. The students will reach a clear understanding of the changes in the job market and the effect they can have on their individual options.
2. The students will come to a clear understanding of the legislation and executive orders which have increased job opportunities for all.

LEARNING ACTIVITIES

In line with these objectives, the following discussion questions were chosen for this unit.

What is change? How can it be measured?

What evidence do you see of change in your personal life? Have you changed your goals? Your interests? What do you think caused this?

Are there consequences or risks involved in personal change? Why? Were you prepared to face them?

In what ways has the change you've undergone affected others?

In what ways, if any, has your family life changed in the past few years? To what do you attribute this change? Do you think it is a positive development? Why?

Which has been greater, the change in functional roles (what is considered acceptable behavior of people in a particular position), or the change in the types of people assuming these roles? Why?

To what do you think most societal change has been due? What are the risks of this change?

What factors work against change in the professional world? In your own personal life? In the world at large?

How do men's attitudes work against change?

How can women's attitudes work against bringing about social change? Do you think all women are willing to accept equal rights -- and the equal responsibility that goes with them? Why or why not?

What measures are most effective in changing personal attitudes?

What methods are most effective for putting pressure on society to change?

Which do you think is more important -- personal change (attitudes) or societal change (laws)? Why? How might each of these be brought about? In what way(s) are they related?

How much change do you think there has actually been in terms of providing equal opportunities for all people? Explain.

What changes are still needed -- personally and globally?

1. All students in the class will be assigned readings from the list of resources included with this unit.
2. Each student will become involved in at least three of the following activities. Findings and experiences from these activities will be shared with the entire class.
   A. Make a list of the most admired men and women--on a national level and in your community. Then determine what characteristics they have which have earned them your respect.

B. Orgnaize a panel discussion of women in business. Have them talk about such topics as self-discrimination; bias they have encountered in the professional world; difficulties of managing male employees; salary levels in comparison with their male counterparts; and the problems of juggling marriage and a family with a full-time job.

C. Find out the history of the Equal Rights Amendment -- when it was introduced and what action was taken. Find out the key people involved with the Amendment and write letters to them expressing your opinion about the legislation.

D. Call or visit the Civil Liberties Union nearest you and find out what is being done to promote equal opportunities in areas such as employment and housing.

E. Call or visit several organizations in your community and speak with the person in charge of hiring and personnel. Ask about jobs filled now by both men and women that were formerly filled exclusively by men or women, changes in their hiring policies in the past few years, any planned changes for the future and the effects of such programs as affirmative action.

F. Conduct a poll of community members to determine their attitudes about a number of issues related to stereotyping and social change--the desirability of women on the police force or of men as kindergarten teachers; the passage of the Equal Rights Amendment, and so on.

G. Find out which local, federal and state agencies work to expand job opportunities for all. Then write to them for any available literature.

H. Examine school textbooks and library books for examples of "sexism"--males and females being shown in stereotyped ways. Write to the companies publishing these books to either compliment them on their lack of stereotyping or to make suggestions for future editions. You might also ask about the types of guidelines used in writing these books.

I. Examine the "Help Wanted" section of the newspaper. What jobs do you associate primarily with women? With men? Check the salary ranges. Do the female-oriented jobs or the male-oriented jobs pay more? What different skills do they require? Might these skills be possessed as easily by women as by men?

J. Organize a class debate on the concepts expressed in the Equal Rights Amendment. Have one side support its ratification and another oppose it. Each side should have conducted research prior to the debate so that it can support its agrument with facts. An impartial panel of judges can decide whose argument is most persuasive.

3. Extensive class time will be devoted to a discussion of the questions presented with the objectives section of this unit.
4. Students will complete the pre-post tests included in the Evaluation section of this unit.

EVALUATION

The following exercises will be given as both a pre- and posttest for the unit. After completion of the post administration of the exercises, pre and posttest results will be compared. These results will be shared with the class for discussion purposes.

EXERCISE A

-- Equality and the Law

The Equal Rights Amendment to the United States Constitution was passed by the United States Senate on March 22, 1972. The major paragraph states:

"Equality of rights under the law shall not be denied or abridged by the United States or any state on account of sex."

The proposal now goes to the individual states for consideration.

The amendment is intended to provide constitutional protection against laws and official practices which treat men and women differently. The mechanism to afford equality of rights for men and women already exists in the Fifth and Fourteenth Amendments. However, the Supreme Court has never ruled favorably to extend the "due process" provision of the Fifth Amendment of the "equal protection" concept of the Fourteenth Amendment to protection against sexual discrimination. If ratified by the states, the Equal Rights Amendment would assure the rights of all persons to equal treatment under the law without distinction according to sex.

What do you see as the advantages of an amendment such as this?_____

_____

_____

Do you see any possible disadvantages? If so, what are they?_____

_____

_____

EXERCISE B

--Change

Each of the factors listed below influences how fast our society changes. Put an "O" next to those which work for change--and an "X" next to those which work against change.

_____ views people have had of minorities and women

_____ laws, constitutional amendments, and Executive Orders which affect our system of justice

_____ concern for justice, equality and fair play

_____ habits of discrimination against certain people and looking down on them

_____ personal fears on the part of both men and women

_____ pressure groups formed to draw attention to special problems

_____ tendency of people and organizations to want to keep things the way they are

_____ hopes people have for moving upward and taking on more responsibility

_____ increased knowledge and skill in specialized fields

_____ belief in democracy and equality among large portions of the population

_____ ways of doing business and relationships in the business world that have not included minorities and women

_____ difficulty people have in imagining minorities and women as leaders and managers, and in trusting their abilities

_____ changes in the age, family size and lifestyle of the population

_____ power that is carefully guarded

_____ knowing how to use power, influence decisions and bargain

How much do you think you have changed in the last few years?

a) a lot b) fairly much c) not too much d) not at all

In which area have you changed most?

a) lifestyle b) values c) interests d) goals

To what extent are you trying to change more?

a) a lot b) fairly much c) not too much d) not at all

To what extent do you think society needs to change?

a) a lot b) fairly much c) not too much d) not at all

What do you think of the changes which have taken place in society in recent years--questioning of old values, search for new roles, greater personal freedom, more choices, etc.?

a) very much for them b) somewhat for them c) neither for nor against them

d) somewhat against them e) very much against them

TIME CONSTRAINTS

This unit is designed for use in a semester-long course that meets three times each week for fifty minutes each class meeting. Approximately four class meetings will be needed to complete this unit.

During the first class meeting the students will complete the pretest exercises and the two handouts will be distributed. Advanced reading assignments will be given and students will select at least three learning activities from among those presented in the Learning Activities Section of this unit.

Class periods two and three will be devoted to discussion and sharing of knowledge and experiences the students gathered from participation in the various learning activities. At the conclusion of the third class period the students will again complete Exercises A and B as a posttest experience.

Class period four will be devoted to discussion of the questions presented in the objectives section of this unit. Also, a comparison of the pre and posttest exercise results will be shared and discussed with the students.

RESOURCES

1. Books:

Becker, G. S. The economics of discrimination. Chicago, IL.: University of Chicago Press, 1971.

Biller, H. & Meredith, D. Father power. New York: McKay, 1974.

Coleman, J. S., Chairperson. Youth: Transition to adulthood: Report of the panel on youth of the President's science advisory committee. Chicago, IL.: Univesity of Chicago Press, 1974.

Farrell, W. The liberated man. New York: Random House, 1974.

Farson, R. Birthrights. New York: Macmillan, Inc., 1974.

Frazier, N & Sadker, M. Sexism in school and society. New York: Harper and Row, Publishers, 1973.

Gersoni-Stavn, D. Sexism and youth. New York: R. R. Bowker, 1974.

Kaye, H. Male survival: Masculinity without myth. New York: Grosset & Dunlap, Inc., 1974.

Maccoby, E. E. (Ed.) The development of sex differences. Stanford, CA.: Stanford University Press, 1966.

Theodore, A. (Ed.) The professional woman. Cambridge, MA.: Schenkman Publishing Co., Inc., 1971.

2. Pamphlets:

"Anything you want to be: Leader's discussion guide." The American Telephone and Telegraph Company, 1976.

"Channeling children: Sex stereotyping on prime time TV." Women on Words and Images, P.O. Box 2163, Princeton, NJ 08540 $2.50.

"Equal employment opportunities: An overview of legal issues." Warren B. Rudman, Chairperson, National Assocation of Attorneys, General Commission on the Office of Attorney General, 1516 Glenwood Avenue, Raleigh, NC 27608 $2.00.

"Fact sheet on the earnings gap." G.P.O., Superintendent of Documents, Washington, D.C. 20402. Stock #2916-0004 $.10.

"Sex equality in educational materials." (Executive Handbook Service, V. #4) American Association of School Administrators, 1801 N. Moore Street, Arlington, VA 2209 $2.50 prepaid.

"We can change it." by Susan Shangel and Irene Kane. Change for Children, 2588 Mission Street, Room 226, San Francisco, CA. 94110 $1.25 prepaid.

EXPLORING OCCUPATIONS THROUGH LIBRARY RESEARCH

James Hart

INTRODUCTION

The purposes of this unit are to provide undergraduate education students with an introduction to the college library and to provide them with an opportunity to become more familiar with at least one professional occupation. Occupational literature presents facts about jobs. It includes a variety of printed materials that describe the world of work, its organizations, rewards, and benefits. It also tells how and where to prepare to enter a field and the requirements that a worker must have to enter and to remain or advance in a job.

Through an exploration of occupational literature, the undergraduate student will also become familiar with various areas and services of the college library. The techniques utilized in locating and reviewing occupational literature will familiarize the student with the general skills and processes needed to complete library assignments for all fields of endeavor.

GOAL

The students will complete this unit through a series of independent study times that they arrange for themselves in the college library. During these independent study times, students will complete the assignments given in the Learning Activities section of this unit.

OBJECTIVES

1. The student will become familiar with the card catalog system of the college library and demonstrate that he or she can locate specific books in the library stacks.

2. The student will become familiar with the reference room in the college library and demonstrate that she or he can locate specific reference books.
3. The student will become familiar with the periodicals section of the college library and demonstrate that he or she can use specific periodical indices to locate specific periodical articles.
4. The student will complete a series of written assignments that indicate she or he has researched a particular occupation.

LEARNING ACTIVITIES

1. Using the card catalog system, the student will locate each of the following books and give the call numbers for each book:
   a) Dictionary of Occupational Titles, 4th edition
   b) Career Guide to Professional Associations
   c) Career Education Resource Guide
2. Examine the Dictionary of Occupational Titles and list the page numbers upon which the professional job(s) you are now considering appear.
3. Examine the Career Guide to Professional Associations and list all professional associations that you feel may relate to one of the jobs you selected from the Dictionary of Occupational Titles.
4. Locate a copy of the Book Review Digest in the reference section of the library. Select a review from this digest which is related to one of the jobs you selected from the

Dictionary of Occupational Titles and list the page number(s) upon which this review appears.

5. Locate the most recent edition of Current Bibliography from the reference section of the college library and read at least one biography that appears there. The person selected should preferably be involved (or have been involved) in a job you are considering. List the page number(s) upon which this biography appears, along with the name and birth date of the person written about.
6. Using either the Reader's Guide to Periodical Literature or Education Index, locate and list at least three periodical articles which relate to one of the jobs you have chosen from the Dictionary of Occupational Titles and which have been published during the last year.
7. Choose one of the articles selected in number six and locate the periodical in which it appears. Read the articles and write a one-page summary of the article.
8. From the above research, write a short overview of one of the jobs you selected from the Dictionary of Occupational Titles.

EVALUATION

This unit will be graded on a pass-fail basis. For a student to receive a pass for the courses, he/she must satisfactorily complete each of the assignments connected with the eight learning activities listed above.

TIME CONSTRAINTS

Since the unit is designed to be an independent study unit, there are no real time constraints. Generally, a student should be

able to complete all learning activities and assignments by spending about 12 to 15 hours of study time in the college library.

RESOURCES

All curriculum materials needed to complete this unit would normally be found in the college library or on inter-library loan. The library's physical plant, holdings, services, and staff are to be considered, in total, as the resources for the unit.

ADVERTISING: PROS AND CONS

David E. O'Gorman

INTRODUCTION

Advertising is a controversial topic. Some students may be turned off by ads they consider misleading or in poor taste. Other students, fascinated by the mystique of Madison Avenue, may adopt an uncritical attitude toward advertising and ignore some of its shortcomings.

Like many other things in this world, advertising is neither all good nor all bad. Because advertising is an important part of our economy and something that we are exposed to almost every day of our lives, it is probably a good idea to develop a balanced viewpoint toward it. As Philip Kotler (1976) says:

> There is much debate and confusion about the extent of advertising's power to influence behavior. Critics of advertising such as Vance Packard charge that "Many of us are being influenced and manipulated, far more than we realize, in the patterns of our everyday lives." Packard believes that the scientific probing into subconscious motives has given advertising agencies unprecedented skill in molding buyer thought processes and purchasing decisions. Others dispute this position. They point to the few messages people really observe out of the thousands they are exposed to. They point to the immunity developed by many Americans to much of the advertising around them. They point to the fact that advertising is only one of several influences on a person's behavior and probably far less important--because it is known to be self-serving--than such influences as peers and personal observation (Kotler, p. 348).

GOAL

The overall goal of this unit is to help students develop a balanced and realistic viewpoint of the role of advertising in our economic system.

OBJECTIVE(S)

The objectives of this unit are as follows:

1. Students will be able to state the pros and cons of the charge that advertising is offensive and therefore should be controlled by the government.
2. Students will be able to state the pros and cons of the charge that advertising is fraudulent and full of misrepresentations and should be regulated by the government.
3. Students will be able to state the pros and cons of the argument that advertising creates unnecessary needs and, therefore, should be eliminated or limited.
4. Students will be able to state the pros and cons of the argument that large advertisers so dominate the market that they are effectively preventing small businesses from entering the market.
5. Students will be able to state the pros and cons of the argument that advertising unnecessarily inflates the prices paid by consumers.

LEARNING ACTIVITIES

Prior to introducing this unit, the instructor should administer the Advertising Attitude Form which is described in the Evaluation section of this report. The activities which follow might be:

1. Divide the class into groups of three. Instruct each group to develop a list of points that support the arguments presented on the Advertising Attitude Form.

2. Show the film The Incredible Bread Machine.
3. Repeat the activity described in #1, except that each group would generate a list of points that refute the arguments presented on the Advertising Attitude Form.
4. Lead the class in discussion of their lists of pros and cons. Use the Instructor's Guide which is provided with the film. It is a twenty-page document which discusses in detail the five questions on the Advertising Attitude Form.
5. Administer the Advertising Attitude Form a second time. Discuss any shifts in attitudes which might have occurred.

EVALUATION

1. An Advertising Attitude Form should be reproduced in sufficient numbers for each member of the class to have two. The form itself would consist of five items each with a scale of numbers from 1 to 9 with 1 labeled Disagree and 9 labeled Agree. Each student would be asked to circle the number which corresponds to his or her level of agreement or disagreement with the statement. The five statements are:

	Disagree 1 2 3 4 5 6 7 8 9 Agree
1. Advertising is offensive and should be controlled by the government.	
2. Advertising is fraudulent and full of misrepresentations and should be regulated by the government.	

Disagree Agree
1 2 3 4 5 6 7 8 9

3. Advertising creates unnecessary needs and should be eliminated or limited.

4. Large advertisers dominate the market to such an extent that they effectively prevent small businesses from entering the market.

5. Advertising unnecessarily inflates the prices paid by consumers.

2. Through administering the Advertising Attitude Form before and after this unit, a measure of attitude shift will be obtained. In general, extreme views in either direction obtained from the initial rating should have moderated somewhat.

3. Individual objectives may be assessed by inspecting the lists of pros and cons generated by the students.

TIME CONSTRAINTS

1. The initial list of points in support of the statements will take approximately twenty minutes.

2. The film, The Incredible Bread Machine takes approximately forty-five minutes (thirty minutes if it is stopped prior to the discussion by several economists at the end of the film).

3. The list of points in disagreement with the statement will take approximately twenty minutes.

4. The discussion of pros and cons and reaction to second rating will take about twenty to thirty minutes.

RESOURCES

1. Instructional Film:

   World Research, Inc. The Incredible Bread Machine Television Special.

   There are two options regarding this film. The Incredible Bread Machine Film by itself is thirty minutes long. However, users of this instructional unit should order The Incredible Bread Machine Television Special which includes the entire Bread Machine film and also has a twenty minute discussion of the film by Dr. Walter Heller, a "liberal" economist and Dr. Milton Friedman, a "conservative" economist.

   A copy of the paperback book The Incredible Bread Machine and a complete set of Topic Guides are sent free with every purchase or rental, and are the customer's to keep.

   The rental fee for educators as of June 1978 is $40. The purchase price is $400 with rental fees deductible from the purchase price. For information contact World Research Incorporated, 11722 Sorrento Valley Road, San Diego, California 92121. Telephone: (714) 755-9761.

2. Books:

   Backman, J. (Ed.). Business problems of the seventies. New York: New York University Press, 1973.

   This collection of essays contains one thirty-page analysis of the basic policy issues in advertising.

Bauer, R. Limites of persuasion. Harvard Business Review, September/October 1978, 105-110.

This article attempts to refute the charges against advertising that it manipulates consumers.

Benham. L. Advertising, competition, and the price of eyeglasses. Washington, D.C.: American Enterprise Institute, 1974.

A report on how the outlawing of advertising increases prices, this monograph is followed by Yale Brozen's graphical exposition of Prof. Benham's study.

Brozen, Y. (Ed.). Advertising and society. New York: New York University Press, 1974.

Among the nine essays are considerations of advertising's role in American history, truth in advertising, regulation of advertising, and the economic effects of advertising.

Galbraith, J. K. The new industrial state. Boston, MA.: Houghton Mifflin, 1971.

His comments on advertising in this work update the critcisms he produced over a decade earlier in The Affluent Society.

Greaves, B. Free Market Economics. Irvington-on-Hudson, New York: Foundation for Economic Education, 1975.

Consisting of a syllabus and a reader, this work includes chapters on advertising and well summarizes the free market position.

Kotler, P. Marketing management. N.J.: Prentice-Hall, Inc., 1976.

This is one of the more popular marketing texts and includes several chapters on advertising and consumer behavior.

Packard, V. The hidden persuaders. New York: Pocket Books, Inc., 1957.

This book presents a critical view of advertising, and attributes to advertising agencies considerable skill in tapping the unconscious needs of consumers.

Posner. R. Regulation of Advertising by the FTC. Washington, C.C.: American Enterprises Institute, 1973.

This monograph reviews the laws establishing the FTC, the FTC's "work product," and what changes should be made.

AN INTRODUCTION TO FREE-ENTERPRISE ECONOMICS

David E. O'Gorman

INTRODUCTION

Most Americans would say that they believe strongly in both individual freedom and the free-enterprise system. However, our legislators often behave contrary to these beliefs by passing laws which allow for more governmental control and more governmental regulation. As a society we cannot say we want individual freedom and a free-enterprise system (our espoused theory), and yet act in ways contrary to that without suffering consequences of personal conflict and frustration as well as entrophy of our economic system (Argyris, 1978).

The purpose of this unit is to examine the basic purposes of the American economic system in relation to the career education element of economic awareness. It is not intended to present the "right answer" to fundamental questions such as: "What should our economic system be?" or "How should it be implemented?", etc. The answers to such questions are exactly what the human beings in our society or any other determine them to be (Loucks and Whitney, 1969).

This unit attempts to investigate the film The Incredible Bread Machine, a work about personal and economic freedom.

GOAL

The goal of this unit is to encourage students to examine their own beliefs about freedom and how an economic system operates to foster or restrain it. By doing so, they should be in a better position to take an active, conscious role in shaping the economic system

under which they live.

OBJECTIVES

Students, upon completion of this unit, will be able to:

1. Define their own concept of freedom on six dimensions of personal and economic freedom.
2. List six constraints on freedom in the United States today.
3. List six constraints on the freedom of the early pioneers.
4. Compare the constraints on the pioneers with those on people today.
5. Discuss the advantages and disadvantages of governmental control.
6. Discuss how their understanding of personal and economic freedom have changed as a result of seeing the film and engaging in the exercises of this unit.

LEARNING ACTIVITIES

The activities below are suggested technqiues for implementing the objectives outlined above, and are keyed for each.

1. The first activity is to administer the "How I See It" Inventory. The Inventory asks the students how they feel about freedom on six key issues. The instructor then collects the Inventories as they will be used in a subsequent learning activity.
2. The first half of The Incredible Bread Machine television special is shown at this time. The film should be stopped prior to the discussion by economists Walter Heller and Milton Friedman. At this time each student is asked to prepare a list of constraints on freedom in the United States today. Many students will select items from the

film. In addition, there are many other constraints which could be listed, for example, the littering laws or the regulations of the Occupational Safety and Health Act (OSHA).

3. Following the same procedure, each student prepares a list of constraints on freedom of the pioneers. The instructor builds a consolidated list of these items on the blackboard.
4. The instructor asks students to compare the two lists and generalize about the differences. Typically, the constraints on the pioneers arose from the natural elements, lack of transportation, communication, and law and order. The present-day constraints tend to be focused on various laws and governmental regulations.
5. The previous discussion leads naturally into consideration of the role of the government in allowing or constraining personal and economic freedoms. The instructor should limit the discussion at this time in order to show the remainder of The Incredible Bread Machine Television Special. In this part of the film, Walter Heller and Milton Friedman discuss the ideas presented in the Bread Machine film, particularly the good and bad effects of governmental control. The instructor should then continue the discussion of the advantages and disadvantages of governmental control.

6. The instructor administers the How I See It Inventory. Rather than collect the inventories, the instructor hands back the inventories which were filled out earlier. Each student is then asked to compare the two ratings and to share with the class the rationale for any shifts that have occurred.

Supplemental Activities: Many classes will want to expand the discussion initiated by this unit. Suggested additional activities should include a re-showing of The Incredible Bread Machine Television Special. The author's experience with this unit suggests that students have a much higher level of understanding and appreciation of the film after they have had the opportunity to see it twice.

The instructor then has the option of using the companion instructional unit on "Advertising: Pros and Cons", or designing his or her own instructional unit. Study guides are provided by the film's producers whenever the film is rented or purchased. One of the supplied study guides provides background information on the sequence of economic events that occurred in Sri Lanka; others deal with such topics as urban renewal, social security, minimum wage, monopoly, law enforcement, and the role of the government.

The film, which uses short vignettes, is also well adapted for use with guest speakers. For example, a class built around the topic of personal freedom might invite a law enforcement official into the class and view the drug scene, which could be followed by a discussion between the class and the guest.

EVALUATION

Each objective may be evaluated separately and the methods of evaluation are suggested:

Objective 1 - Can be evaluated by a pre and post measurement of

attitudes toward freedom. The "How I See It" Inventory should be reproduced in sufficient numbers so that each member of the class has two copies. One would be administered prior to the start of the unit, and the second would be filled out at the end of the session. Instructors would locally produce the "How I See It" Inventory form. The form should include six statements, each with a scale of numbers from 1 to 9, with 1 labeled "low" and 9 labeled "high". Students would be asked to circle their degree of agreement with the following six statements: (1) the extent of personal freedom in the United States, (2) the extent of freedom from police oppression, (3) the extent of freedom of the press, (4) the extent of a free-enterprise economy, (5) the extent to which you are free to choose any career you want, and (6) the extent to which you are free to live where you choose.

Objectives 2 and 3 - Can be evaluated by reviewing and rating the lists of constraints on the freedom of the pioneers constructed by the students.

Objectives 4 and 5 - Can be evaluated by observing the degree of participation in the discussion.

Objective 6 - Can be evaluated by identifying major differences between the initial ratings and subsequent ratings on the How I See It Inventory, and observing the student's ability to explain the reasons for the shift in attitude.

TIME CONSTRAINTS

This unit can be executed in one ninety-minute period or two forty-five minute periods. The suggested schedule for the two-period approach is as follows:

Period 1:

1. Administration of "How I See It" Inventory (5 minutes). This could be completed prior to class.
2. The Incredible Bread Machine Television Special (32 minutes: stop prior to economists' discussions).
3. A construction of each student's list of constraints on freedom in the United States today.
4. The construction of a consolidated list of constraints on the blackboard.

Period 2:

1. Construction of each student's list of constraints on the freedoms of pioneers. This could be completed prior to class.
2. Construction of a consolidated list on the blackboard.
3. Comparison and discussion of the two lists.
4. Showing of the film: Comments by Walter Heller and Milton Friedman (20 minutes).
5. Discussion of the good and bad effects of governmental control.
6. Second administration of "How I See It" Inventory and discussion of shifts in viewpoints.

RESOURCES

1. Instructional Film:

   World Research, Inc. The Incredible Bread Machine Television Special.

   There are two options regarding this film. The Incredible Bread Machine Film by itself is thirty minutes long. However, users of this instructional unit should order The Incredible Bread Machine Television Special which includes the entire

Bread Machine film and also has a 20 minute discussion of the film by Dr. Watler Heller, a liberal economist and Dr. Milton Friedman, a conservative economist. A copy of the paperback The Incredible Bread Machine and a complete set of topic guides are sent free with every purchase or rental. The rental fee for educators as of June 1978 is $40. The purchase price is $400 with rental fees deductible from the purchase price. For information contact World Research, Incorporated, 11722 So-rento Valley Road, San Diego, California 92121. Telephone: (714) 755-9761

2. References:

Chris Argyris, C. & Schon, D. A. Organizational learning: A theory of action perspective. Reading, MA.: Addison-Wesley Publishing Co, 1978.

Any of Argyris' recent books describe the problems which arise when individuals and organizations have a gap between their espoused theories and their theories-in-action.

Greaves, B. B. Free market economics. Irvington-on-Hudson, NY: The Foundation for Economic Education, 1975.

This is a two-volume set which includes a syllabus and a basic reader in free market economics. It covers the philosophical and technical issues basic to economics with reading materials from such notables as Ludwig von Mises, Henry Hazlitt, Leonard Read, Percy Greaves, Israel Kirzner, and Hans Sennholz.

Hayek, F. A. The constitution of liberty. Chicago: IL.: University of Chicago Press, 1960 .

The winner of the 1974 Nobel Prize in Economics presents an overview of what a society should be like if it is to be free.

Loucks, W. N. and Whitney, W. G. Comparative Economic Systems. New York: Harper & Row, 1969.

This text provides a comprehensive overview of various types of economic systems and their effect on individuals.

Miller, R. and North, D. The economics of public issues. New York: Harper & Row, 1971.

As the title suggests, this book takes various controversial issues (such as drug use, the draft, safety regulations, prostitution, and many others) and investigates them from the economic viewpoint. The government's economic results are compared to the cases in which the government was not involved.

Peterson, M. B. The regulated consumer. Los Angeles CA.: Nash Publishing, 1971.

This is a well-documented book which illustrates exactly how the very laws that were meant to protect the consumer are now smothering people. Mrs. Peterson believes that consumer action is very necessary, but that the current means are wrong.

Rand, A. Capitalism: The unknown ideal. New York: Signet, 1967.

A series of essays on capitalism, rights, economics, and similar issues written by Rand, Alan Greenspan, Nathaniel Branden and others.

Rothbard, M. N. Power and market. Menlo Park, CA.: Institute for Humane Studies, 1970.

An incisive study of the different kinds of government intervention and their impact on the market economy and the individual in it.

CAREER EDUCATION IN GENERAL METHODS OF TEACHING

Constance Perry

INTRODUCTION

This unit is an introduction to career education to be included in a general methods course for pre-service teachers. An important component of such a course is the development of a unit in one's teaching field. This unit will enable pre-service teachers to infuse career education into their unit as they develop it as well as allowing them to examine career options for themselves.

GOALS

The goals of this unit are:

1. To provide an overview of career education
2. To enable pre-service teachers to examine career options
3. To enable pre-service teachers to infuse career education elements into instructional units.

OBJECTIVES

The learner will be able to:

1. Define career education and discuss its scope and goals in the public schools.
2. Examine possible career options and compare such options to one's own interests and perceived abilities.
3. Make decisions as to which career option best fits his/her interests and abilities.
4. Infuse career education into an instructional unit.

LEARNING ACTIVITIES

1. In order to provide students with a background in career education, refer to The Career Educator (Garner) or another suitable career education text. Other helpful materials have been cited in the resources section of this unit. A presentation of approximately two hours along with assigned readings and a follow-up discussion should enable students to fulfill objective one. You may also wish to require a written report.
2. Complete the following activities:
   a. Forced Choice-Work and Lifestyle Preferences

      If you had to choose one or the other of each of the following pairs, which would you choose? Circle your choice in each pair.

      1. Large Income/Status
      2. Power/Social Relationships
      3. Independence/External Direction
      4. Active/Contemplative
      5. Rural/Urban
      6. Committed Schedule/Come and Go As You Please
      7. Loner/Grouper
      8. Leader/Follower
      9. Comfort/Challenge
      10. Security/Adventure
      11. Social Constraints/Free To Do As You Please
      12. Cultural Events/Sports

13. Outdoor Activities/Reading
14. Predictable Schedule/Travel
15. Highly Successful/Ample Leisure Time
16. Casual/Formal
17. Intellectual Stimulation/Physical Activity
18. Law and Order/Anti-Establishment
19. Big Fish In A Small Pond/Small Fish In A Big Pond
20. Privacy/Publicity
21. Serious/Playful
22. Innovator/Implementor
23. Parties/Church Work
24. Social Contribution/Family Relationships
25. Desirable Job/Desirable Location

B. Career Motives List

Examine the provided list and check honestly which motives enter into your career choice. Signify in some manner your strongest motive(s).

1. To have people admire my work
2. To travel
3. To shape my own work
4. To have a well-organized life
5. To be in a position of power
6. To have new or unusual experiences
7. To be able to constantly learn
8. To have lots of money
9. To acomplish something important

10. To see tangible results
11. To be a leader
12. To have to work hard
13. To control my own schedule
14. To avoid pressure
15. To keep myself neat and clean
16. To have freedom in my work
17. To have a lot of free time
18. To do my own thing
19. To be in a position to give orders
20. To be carefree
21. To plan and organize
22. To have people come to me
23. To spend my time doing things for others
24. To be in charge
25. To be my own boss
26. To work for the good of society

C. Make a list of activities and/or areas you do well in, ones you would like to do well in, and those you do poorly in.

D. Examine possible career options, including teaching, by using resources such as:

"Occupations for Students with Skills and Training in the Education Field"

The Dictionary of Occupational Titles

Occupational Outlook Handbook

3. A. From the occupations examined, decide on two that appear to match your work and lifestyle preferences, and fulfill your motives and perceived abilities. Conduct two occupational searches following the outline provided:

   1. Importance of occupation and its relation to society
   2. Duties
      a. definition of occupation
      b. nature of work
   3. Number of workers in occupation (give source, data and area covered by figures used)
   4. Qualifications
      a. age
      b. special physical, mental, social and personal qualifications
      c. special skills (also tools or equipment)
      d. legislation affecting occupation
   5. Preparation
      a. general education
      b. special education
      c. experience
   6. Methods of entering (getting the job)
      a. public employment service
      b. special employment agencies (placement bureaus)
      c. civil service examination
      d. apprenticeship

e. license, certificate

f. other methods and examples

7. Time required to attain skills

a. special apprenticeship or union regulations

b. length of period of instruction on job

8. Advancement

a. lines of promotion

b. opportunity for advancement

9. Related Occupations

a. occupations to which job may lead

b. occupations from which one may transfer

10. Earnings

a. beginning

b. range

c. maximum

d. benefits

e. rewards rather than monetary

11. Conditions of work

B. Now choose the <u>one</u> occupation (from the two searched) which best fits your motives, work and lifestyle preferences and perceived abilities. Shadow or interview someone in said occupation. If it is to be an interview submit an outline in advance and tape afterwards. If it is to be shadowing, submit a running commentary of the person's activities and your reaction to them.

C. Now examine all evidence. Does your chosen occupation fit your interests and abilities? Is indeed your chosen occupation, from this unit, teaching? If not, what does this mean?

4. From the activities above, each student will have had experiences in self-awareness, career awareness, decision-making, some economic awareness (through occupational searches) and will have acquired some techniques (use of resources, shadowing, interviewing, self-examination) for working career education into their classrooms. The culminating activity is to infuse some element(s) of career education into the unit each student is developing, making sure that this infusion is reflected by the unit objectives.

EVALUATION

To receive credit for completion of the unit, all objectives must have been completed satisfactorily.

TIME CONSTRAINTS

After the first two-hour meeting and follow-up discussion, the work is on an individual basis and the student will have the semester to complete it.

RESOURCES

1. Books:

Dictionary of Occupational Titles, Vol. I, II, Washington, D.C.: U. S. Government Printing Office.

Garner, J. P. (Ed.). The career educator. Charleston, IL.: Eastern Illinois University, 1976.

Hansen, L. S., Klaurens, M.K. and Tennyson, W. W. Life-styles and work: A career resource guide. Minnesota Department of Education, 1972.

Howe, W. and Howe, H. Personalizing education's values clarification and beyond. New York: Hart Publishing Co., 1975.

Occupational outlook handbook, Washington, D.C.: U.S. Government Printing Office, 1977.

2. Instructional Resources:

Ryan, C. W. Occupations for students with skill and training in the field of education. Orono, ME.: University of Maine, 1976.

Hoyt, K. B. A primer for career education. Washington, D.C.: United States Office of Education, 1975.

Hoyt, K. B. Straight answers on career education. Washington, D.C.: United States Office of Education, 1975.

IN-SERVICE CAREER EDUCATION INFUSION

Constance Perry

INTRODUCTION

This unit is a "how-to" unit designed especially for in-service science teachers. It's aim is to teach teachers how to infuse career education elements into their science teaching, however, most of the unit with minor changes would be applicable in other curriculum areas. It's method of instruction is primarily activity with teachers actually gathering career information and performing specific career-oriented activities which later can be utilized in their classrooms.

GOAL

The major desired outcome if this unit is to teach science teachers how to infuse career education concepts into their curriculum. This unit will give teachers an opportunity to begin developing a comprehensive career education program within their subject area.

OBJECTIVES

The learner will:

1. be able to define career education and discuss its scope and goals as it relates to the public schools and the business/labor community.
2. take part in at least two self-awareness activities and explain how such activities are an important component of career education.
3. choose his/her subject area (life sciences, chemistry, physical science, etc.) and infuse career education into it using varied techniques.

LEARNING ACTIVITIES

1. To enable the in-service teachers to fulfill objective one, have them read and refer to The Career Educator (Garner) or another suitable career education text. Some career education overview materials have been cited at the end of this unit that may also prove helpful. Assign readings and present an overview of career education elements. Follow this with a discussion of career education and a written report.
2. Before students can begin to think of careers, they must be aware of their own talents, values and interests. Self-awareness is an on-going time consuming process. Teachers can help students to become more self-aware by providing activities that require students to look at themselves. A few self-awareness activities are included below. For others, consult the resources listed at the end of the unit.
   a. Take 5-10 minutes to write down all of the positive things you can think of about yourself. Include personality characteristics, special skills you have, your interests and your accomplishments. Also, jot down things you would like to be and the things you are working on becoming. Using the media and materials of your choice, produce a "commercial" for yourself.
   b. Forced Choice Life Style Preferences
      If you had to choose one or the other of each of the following pairs, which would you choose?

1. Rich/Average Income
2. City/Country
3. Leader/Follower
4. Loner/Joiner
5. Active/Contemplative
6. Outdoor Activities/Reading
7. Competitive Sports/Non-Competitive Physical Activity
8. Specific Schedule/Come and Go as You Please
9. Stay Near Home/Travel Widely
10. Secure/Challenge
11. Outgoing/Quiet
12. Sociable/Withdrawn
13. Casual/Formal
14. Serious/Playful
15. Extremely Successful/Moderately Successful
16. Comfortable/Striving

c. List activities you especially enjoy and list activities you do not enjoy. Beside each activity state whether you do the activity well or not.

3. Choose a curriculum area. Using the Dictionary of Occupational Titles, research possible careers related to the area.
4. Of the careers researched in #3, conduct at least two occupational searches following the outline included below.
   1. Duties
      a. definition of occupation
      b. nature of work

2. Number of workers in occupation (give sources, date and area covered by figures used).
3. Qualifications
   a. age
   b. special physical, mental, social and personal qualifications
   c. special skills (also tools or equipment)
   d. legislation affecting occupation
4. Preparation
   a. general education
   b. special education
   c. experience
5. Methods of entering (getting the job)
   a. public employment service
   b. special employment agencies (placement bureaus)
   c. civil service examination
   d. apprenticeship
   e. license, certificate
   f. other methods and channels
6. Time required to attain skills
   a. special apprenticeship or union regulations
   b. length of period of instruction on job
7. Advancement
   a. lines of promotion
   b. opportunity for advancement

8. Advancement
   a. lines of promotion
   b. opportunity for advancement
9. Earnings
   a. beginning
   b. range
   c. maximum
   d. benefits
   e. rewards other than monetary
10. Conditions of work

5. Interview a worker in one science related job. Develop a "career card" as a result of the interview.
   a. A career card should consist of a description of a specific career, including duties and a personal account of what one actually does on the job. In addition, it should include special abilities needed, education and training necessary, salary range, places of employment, and where one could obtain more information pertaining to the career.
6. Shadow a worker keeping a running commentary of the job activities.
7. Set aside library books about specific science careers and books about "science people" for use by students to create more "career cards."
8. Construct a list of possible speakers, demonstrators and films about science-related careers.

9. Plan your science curriculum to include some of the above activities and/or others suggested in this unit. A possible ordering of activities might be to begin with self-awareness activities and then have students research careers (career awareness) and study how their talents, values and desires compare with specific careers. Ensure the economic realities of specific careers are touched upon and study how career income compares with lifestyle preferences.

Additional Suggested Activities

1. Find a job ad for one science career and write a letter of application.
2. Study the job ads in the local newspaper for a month to ascertain science-related career opportunities in the area.
3. Take a field trip to an industry, hospital, etc. to allow students to interview people with science-related careers.
4. Use the career cards in the following activities:

   A. Career Quotient

      In order to identify those science careers you may want to explore in depth, there's a lot to consider! Interests, abilities, likes, and dislikes all count, but don't forget personal attributes and salary requirements, too. Completing this "career quotient" may provide ideas of which and how many general careers to explore further.

      FIRST, shuffle the career cards so that they are randomly arranged.

THEN, as you choose a card from the top of the deck, "try on" that career. To find out if it fits, ask yourself:

- Would I enjoy this work?
- Am I willing to complete the educational and training requirements?
- Do I have the necessary skills and personal attributes?
- Is the salary adequate?
- If you've answered "yes" to all of these questions, place the career card in a "yes" pile.
- If, one the other hand, you've answered "no" to all these questions. Place the career card in a "no" pile.
- If your response is mixed, place the career card in a "maybe" pile.

AFTER you have completed this exercise for each of the cards, look closely at your tallied responses:

- How many careers interest you? What do they have in common?
- How many careers are of no interest to you? What do they have in common?
- What have you learned about:
    - the general type of career you want?
    - the kinds of careers you don't want?

- the amount of time you are willing to spend on education and training?
- your skills and personal attributes?
- the importance of salary in a career choice?

NOW look back at your "maybe" column. Using your personal preferences, sort out those "maybes" into "yes" and "no" piles.

EVALUATION

The teachers will be evaluated in two ways. First, they must complete the three objectives, and do so in writing. Second, each classroom teacher will also have in-class evaluation, where the evaluator will observe the actual infusion of career education into the curriculum as part of the in-service program.

TIME CONSTRAINTS

After two or three classroom sessions much of the work can be done independently with occasional class meetings. The course will take at least one semester if not more to complete.

RESOURCES

1. Books:

Dictionary of occupational titles, Vol. I, II, Washington, D.C.: U.S. Government Printing Office.

Garner, D. P. (Ed.). The career educator. Charleston, IL.: Eastern Illinois University, 1976.

Howe, L. W. & Howe, M. Personalizing education's values clarification and beyond. New York: Hart Publishing Co., 1975.

Simon, S., Howe, L. W. & Kirschenbaum H. Values clarification: A handbook of practical strategies for teachers and students. New York: Hart Publishing Co., 1972.

2. Other Resources:

Hoyt, K. B. A primer for career education. Washington, D.C.: United States Office of Education, 1975.

Hoyt, K. B. Straight answers on career education. Washington, D.C.: United States Office of Education, 1975.

SEX-ROLE STEREOTYPING AND CAREER AWARENESS

Constance Perry

INTRODUCTION

One of the major goals of education is to put all children in complete possession of their abilities and talents, to develop these to their fullest potential, and to instill in them a recognition of the dignity and worth of each individual. A curriculum is designed with this goal in mind and in an attempt to prepare children effectively for their life roles. Course offerings and requirements, lesson plans and textbooks form the conscious and deliberate materials of an education. Yet, from a child's peers and from the teacher's examples and responses to the child's behavior, an additional set of messages (the "hidden curriculum") emerges which has a powerful impact on the students and influences their behavior, emotional reactions, and self-concept. One of the most powerful messages of the hidden curriculum outlines proper sex-role behavior.

All cultures assign different activities, jobs, characteristics, and attitudes to males and females. As children are taught to behave in sex-appropriate ways, they also learn to perceive and to respond to themselves as male or female. In spite of this universal distinction between male and female, the specific activities and characteristics attributed to each sex in different cultures run the gamut of human behavior. Characteristics regarded as 'female' in one culture may be found to be 'male' in another. We learn sex roles.

We teach males to be aggressive, independent, nonemotional, logical, direct, adventurous, and physically strong; females to be responsive, passive, tactful, gentle, weak, and in need of security.

While few of us fit the stereotypes, frequently we accept them as the conscious and unconscious models for appropriate sex-role behavior, and even when we "rebel" we measure ourselves against them.

Ours is a world of rapid change. Sex-role stereotyped behavior, however, is near static in a changing world. We live in a world where the fear of over-population makes it important that families choose whether and when to have children, and one where the availability of birth control makes that choice possible. It is no longer a biological given that most of a woman's adult life will be spent in childbearing.

Changing patterns in marriage now involve men in the raising of children and in other domestic responsibilities; similarly, women are often heads of households--either through divorce, separation, widowhood, or by choosing to bear children out of wedlock. The work week is shorter and labor increasingly automated and alienating. Yet we continue to raise boys to believe that their status and self-worth are measured by their job success and that child-rearing is a woman's task; we continue to raise girls to believe that marriage and child-rearing are their sole functions and roles. The stereotypes, outmoded and unrealitistic as they are, still persist in the media and in our minds.

Real freedom from restrictive sex-role stereotypes is not possible until all the institutions affecting a child's development change. In a child's life, the major socialization factor outside the family is the educational system. In spite of the agreed and professed goals of our educational institutions, the actual message we give children

limits them. Research has shown that girls suffer a loss of potential, a sharp drop in academic involvement, and a loss of self-esteem throughout their school years. To avoid this, and to make the educational system supportive of each child's unique abilities and characteristics, there will have to be changes in curriculum, counseling, administration and teacher training. A major key to all these changes is the teacher.

Sex-role stereotyped behavior cannot help but affect career expectations of students, male and female. Boys can be dentists and girls, dental hygienists; boys can be business executives and girls, executive secretaries. But those roles can be changed and students must be made aware that careers are open to them whether they are male or female.

GOALS

The unit is designed for elementary and secondary pre-service/in-service teachers and may be infused into an educational foundations course, such as The Teaching Process or a specific methods course. It also could be implemented as a separate 'mini-course' or series of workshops.

The purposes of this unit are to make pre-service and/or in-service teachers aware of classroom sexist behavior and sexist curricula and their effect on career awareness - give the teachers tools to combat the problem of sexism in the classroom - and help them to develop non-sexist career awareness materials and/or activities.

OBJECTIVES

Pre-service and/or in-service teachers will be able to:

1. Identify sex-role stereotyping in teacher behavior, classroom materials, and activities.
2. Describe, and if in-service, exhibit nonsexist teacher behavior.
3. Create nonsexist classroom materials or activities, dealing with careers.

LEARNING ACTIVITIES

1. Assign the following tasks and then convene for a discussion of the findings.
   a. Focus on the advertisements in women's magazines such as Bride, Ladies Home Journal and Seventeen. How do the ads portray women and men? What kinds of characteristics do they attribute to women, and to men? How do they picture the ideal female? How does this picture compare with women you know and with yourself? Now look at some men's magazines such as Esquire and Playboy. Are the ads similar to those in the women's magazines? What is the ideal male? What are the general feelings you get from these magazines as to what it means to be male or female?
   b. Write a short description of what you feel is a healthy adult male,--a healthy adult female.
2. Spend several classes observing yourself or an in-service teacher (if you are not one) in the classroom. Keep a journal during this time in which you answer the questions

below. Feel free to make additional observations.

a. Do you plan different roles within an activity for boys and girls? How are they different?

b. Who do you ask to do secretarial tasks?

c. Who do you ask to carry items?

d. What are your behavioral expectations for girls in your class? What are your standards of achievement for girls? Do these expectations differ from those for boys?

e. Do you punish boys and girls for different behaviors and do you punish them differently?

f. Are the examples you use in classroom discussions or teaching situations predominantly male or female?

g. Do you feel differently about or treat differently athletic boys vs. nonathletic boys? How do you feel about and treat girls who aren't pretty?

3. Have each pre-service or in-service teacher examine at least one text in his/her field for sexism and do so in writing. There are several ways textbooks can be examined for sexism. Below are listed a few examples:

Math texts: Analyze the word problems. How many problems deal with males, with females? In the problems what are men doing, what are women doing?

Social Studies: Examine the text and illustrations. List the number and kinds of jobs men are shown in, and the number and kind of jobs women are shown in. What are the careers of fathers and mothers that are mentioned?

History: Keep a tally of the number of men and the number of women mentioned by name in government, as pioneers, revolutionaries, scientists, leaders of movements, etc. For each chapter make a list of what the men were doing, what the women were doing and what the children were doing. If you can't answer the questions, it isn't a complete report of a historical period.

Readers: Tally the number of illustrations of males and of females. Also tally the number of stories where the main character is a male or female. Then note what the males and females in the stories are doing. Is there a marked difference, and if so, what is it?

4. Now go back to your classroom observations (Activity #2) and make a list of things to do differently in order to avoid sexism in the classroom. Examples are listed below:
   a. Be conscious of yourself as a role model. If you are a woman, learn to run your own movie projector and do the minor repairs in the classroom (time and energy permitting).
   b. Make sure that materials on the classroom walls show males and females (equally), and include nontraditional roles for both.
   c. Avoid dividing the class by sex (boys and girls) for regular activities (e.g., spelling bees, relays, money-raising drives). Instead, try dividing numerically, alphabetically, or by location.

d. Avoid asking for help by specifying sex ("I need a strong boy to do this," etc.).

e. Be sure that you do not always use male examples or female examples, and try to avoid sex stereotypes within the examples.

f. Be open with your students about trying to combat traditional sex-role expectations. When classroom occurrences involving sex roles come up, encourage the class to talk about the problem.

g. Try using she or her instead of he or him generically.

5. Have them read "Recommendations for Eliminating Sex-Role Stereotyping in Elementary Texts" (also applicable for secondary) and "Sex Stereotypes Start Early."

6. Take the list from activity 4 along with the recommendations from activity 5 and create a classroom activity and/or classroom materials in your teaching area that comprise nonsexist treatment of careers. A few possiblities are included here:

a. Slide presentation of men and women in nontraditional careers.

b. Explore careers in a field by having students interview people. (Find women in traditionally male careers and vice versa.).

c. Have students whose parents have nontraditional careers speak to the class.

d. Develop an activity around Language and Woman's Place by Robin Lakoff.

e. Pick out sexist ads and rewrite them. (Write letters to the advertisers).

EVALUATION

The activities 1-4 will be evaluated on students' ability to identify sexism in teacher behavior and materials and suggest non-sexist classroom behavior. Activity 6 will be evaluated on completeness and degree it makes students aware of sexism.

UNIT EVALUATION

1. My general reaction to this unit is:

low				high
1	2	3	4	5

2. My involvement in this unit was:

low				high
1	2	3	4	5

3. The usefulness of the information gained in this unit for me is:

low				high
1	2	3	4	5

4. The strengths of this unit were:

5. The weaknesses of this unit were:

TIME CONSTRAINTS

The unit will take approximately five one-hour class periods spread out over several weeks in order to allow time for assignment completion.

RESOURCES

Johnson, L. (Ed.). Nonsexist curricular materials for elementary schools. The Clearinghouse on Women's Studies, and educational project of The Feminist Press, Old Westbury, New York, 1974.

Howe, F. Educating women: No more sugar and spice. Saturday Review, October 16, 1971.

Lakoff, R. Language and woman's place. New York: Harper Colophon Books, 1975.

VALUES CLARIFICATION AND DECISION-MAKING CONCERNING ETHICAL ISSUES OF SCIENCE AND TECHNOLOGY

Constance Ferry

INTRODUCTION

In the 1970's and earlier, many of the United States' citizenry have expressed one of two views of science and technology. The first view is exemplified by the anti-science movement, especially strong in the early seventies. The belief basic to this movement is that science and technology, with no separation of the two, are to blame for the energy crisis, pollution, and many other world problems. The feeling is that because science and technology are to blame, people should turn away from both. The second view is quite the opposite. Many believe science and technology are all powerful and can solve all world problems. They look at the great scientific and technological advances surrounding them and see no reason why science and its uses can't solve the energy crisis, pollution, and more. Both views are dangerous to the continued existence of the world in a form similar to how we know it.

No scientific or technological advances can postpone forever the inevitable issue of rising pollution and population, and the finite resources of food, water, air, metals and fossil fuels. The question of genetic manipulation cannot be left to a few researchers to decide. Science and technology are very much a part of our society and to ignore this fact, makes for no solutions. What is needed is a society able to understand and participate in public and personal decisions affecting or affected by our limited resources, increasing population, pollution, genetic manipulation and/or other issues of science and

technology.

GOAL

The issues of population and its control, pollution and what one is willing to give up to maintain it at an "acceptable" level, the finite fossil fuels and our dependence on them, and the possibility of creating identical humans (cloning), are laden with values. The goal of this unit is to sensitize people to some of these issues. Learners will be presented with example situations involving such ethical issues and asked to clarify their values and attitudes in relation to the issues, and make mock decisions pertaining to them. A science background is not a prerequisite for the unit; it is designed for anyone who is affected by possible science and technological decisions and/or through public or personal decisions may affect issues of science and its use.

OBJECTIVES

The learner will:

1. become aware, through working with sample situations of some ethical issues involving science and technology,
2. clarify his/her own values and attitudes toward several issues involving science and technology.
3. following specific decision-making steps, make decisions pertaining to such issues.

LEARNING ACTIVITIES

On the following pages are several situations dealing with ethics of science and the uses to which its findings have or may be put.

There are several different ways in which the situations can be used to meet the three stated objectives. The procedure supplied here is one such way. Feel free to alter the procedure in order to meet the needs of your particular group.

1. Choose one situation (perhaps a relatively "easy" one first) to follow through with the total group. Using the decision-making steps supplied by the Forty-Seventh Yearbook of the National Council for the Social Studies and, included in this unit, examine the issue and the possible alternatives. Although it is impossible to implement a plan of action and assess the results, such a possibility can and should be discussed.
2. Now examine closely in a large group, small group or individually what values played a part in the decision-making. This could be done as a discussion or in written form.
3. Break up into groups, and choose from the issues situations supplied. Work through the decision-making process, have the groups justify their decisions and examine their values connected with the decisions. In some cases, the groups or individuals will have to research an issue in order to make a decision. Encourage them to use sources such as Time, Newsweek, newspapers and Scientific American rather than highly scientific and/or technical sources. Other sources are listed at the end of this unit.

WARNING: These issues are subjects of great feeling for many people.

STAGES IN THE DECISION-MAKING PROCESS

FACTS/GENERALIZATIONS

Identify Decision Occasions and Alternatives

(a) define the decision to be made
(b) identify the goals of the decision maker
(c) identify available alternatives

Examine and Evaluate Decision Alternatives

(a) examine the probable outcomes of each alternative
(b) evaluate and rank the alternatives

VALUES/FEELINGS

Decide and Reflect on the Decision

(a) select an alternative
(b) implement the plan of action
(c) assess the results of action
(d) consider recycling the process

Cassidy, Edward W. and Kurfman, Dana G. "Decision Making as Purpose and Process." Taken from the 47th NCSS Yearbook.

Hence, we must be sensitive to this fact and therefore ready and able to deal with the emotions elicited by the discussions. One way that this can be done is to refrain from judgmental statements concerning student opinions. Many of your students (even at the college level) will not have thought deeply about some of these issues and therefore, their views will often be far more firmly fixed in their minds.

Also, we, as "authority figures," should refrain from imposing our views on our students. The role of facilitator or "devil's advocate" is more appropriate during these discussions than is one of lecturer. Since we do not always know how personally involved our students are with these topics, we must be willing to excuse students from any discussions that they feel are too much to handle at the time.

Not matter what technique is utilized, it is crucial that the teacher be sensitive to student views and to individual differences concerning religious, ethnic, and cultural backgrounds.

Situations

1. All females, at birth should be issued coupons that would entitle them to give birth to two children. Coupons could be sold, traded or otherwise used or accumulated to allow for family size variation. Persons found in violation of this law would be rendered sterile by the accepted medical procedure.
2. Biologists want to experiment with recombinant DNA. Recombinant DNA means splicing part of the DNA molecule of

heredity from one form of life into the genetic material of another form. Biologist hope to give birth in the laboratory to what the process of evolution takes millions of years to accomplish, the creation of new species of life. The scientists who oppose recombinant DNA experiments say the area of ignorance about DNA and heredity is so vast we risk opening a Pandora's box of problems for mankind. The benefits include the possibility of curing genetic defects, unlocking the secret behind control of genetic expression which may answer questions on cancer, developing higher quality protein yielding plants which grow at a faster rate and alleviate world hunger, and cleaning up oil spills with a special bacteria that uses the petroleum hydrocarbons exclusively. The opponents cite the lack of knowledge about the consequences of creating new life forms. A bacterium could be created against which humans have no defense. Whole populations could be destroyed. Also there is the risk of human error and possible changes in the environmental balance. Should experimentation with recombinant DNA be abolished, limited and, if so, by, whom, or, left open to researchers to experiment as they desire?

3. We need energy and prefer the most economical and abundant source of energy. Nuclear and atomic energy seem to be an answer to society's needs in the light of dwindling supplies of coal, oil and gass and the over-taxed sources of water-based electric power. However, using atomic energy involves

risks to all forms of life including human life and health including genetic damage. How much risk are we willing to tolerate? How much should our decisions be influenced by long-term consequences on other organisms and future generations of humanity?

4. Long before birth, Downs' Syndrome (Mongolian idiocy) can be predicted with 100 percent accuracy. One pregnant women in about 600 carries such a baby. If a couple has already had one such child, the chance that they will produce another is greatly increased. A pregnant woman of 40 or over has one chance in about 50 of bearing a Mongolian idiot. However, all couples can produce children free from this defect. There is no known cure of Mongolian idiocy. Some prevention would be possible if high-risk parents avoided reproduction altogether. However, this also prevents such parents from having children free from the defect, children they are capable of producing. If they could avail themselves of the means of prenatal detection and then abort the fetus if it was found to be defective, they could try again until a non-Mongol fetus was produced. Should they be allowed to have this choice?
5. There is a finite amount of fossil fuel. Depending on whose statistics one chooses to believe, we have from ten years to several decades supply left. The point of importance here is that the supply is indeed finite. We depend upon fossil fuels such as coal and gas petroleum. Other sources of energy are not developing at an adequate

rate. What steps are we willing to take to cut down our fossil fuel consumption? Are we ready to mandate small cars? Are we ready to limit fossil fuel consumption per household or per industry?

EVALUATION

The outcomes of this unit are to be assessed by:

1. the student's ability to identify his or her own values and attitudes.
2. the student's ability to express the role his or her values played in decision-making.
3. the student's ability to make decisions on the supplied issues.

UNIT EVALUATION

1. My general reaction to this unit is:

low				high
1	2	3	4	5

2. My involvement in this unit was:

low				high
1	2	3	4	5

3. The usefulness of the information gained in this unit for me is:

low				high
1	2	3	4	5

4. The strengths of this unit were:

low				high
1	2	3	4	5

5. The weaknesses of this unit were:

low				high
1	2	3	4	5

TIME CONSTRAINTS

After working through one situation with the total group, allow between 5-8 class periods for unit completion. The class periods may be consecutive or spread-out over a few weeks.

RESOURCES

Carmody, J. Ethical issues in health services, a report and annotated bibliography. HRA-74-3123. Washington, D.C.: U.S. Department of Health, Educaton and Welfare, 1974.

Guy, Don. "We caught those people in white coats just in time." Yankee, March, 1977.

Journal of Current Social Issues. 1975. 12:4.

NASSP Bulletin, No. 360, January 1972.

APPLICATIONS OF CAREER EDUCATION TO A STAFF ORIENTATION PROGRAM

Dorin Schumacher

INTRODUCTION

The Upward Bound program at the University of Maine at Orono conducts a six-week on-campus summer residential program for more than a hundred low-income high school students. Upward Bound is a federally funded program which is designed to motivate and prepare these young people for post-secondary education. The staff for the summer component is composed of two or three members of the University staff, a small number of public school teachers and counselors, and a large number of college undergraduates. At least three-quarters of any summer staff will be composed of very responsible, very concerned, but very inexperienced college students.

It is obvious that the effectiveness of Upward Bound will depend largely upon the quality of the staff's performance. In this case, the quality of the staff's performance, because of its lack of professional work experience, is going to depend largely upon the quality of the orientation program provided to the staff and the quality of the ongoing administrative supervision.

A basic issue in the undergraduate staff's development is enabling staff members to make the transition from college student to professional level worker. We have found that infusing career education into the staff orientation program enhances that transition. Such an orientation program not only leads to the smooth functioning of Upward Bound, but it is also of benefit to the individual undergraduates, as

it enhances their employability and their chances of future work satisfaction.

As there are many college activities which must use undergraduates in para-professional roles, the general outlines of the orientation program described in this unit are applicable to such programs.

The orientation program design is based upon several concepts:

1. In order for the staff organizational structure (delegation patterns, responsibilities, and so on) to be quickly and smoothly implemented, it is helpful to model the orientation structure on the program organizational structure. That is, using those with supervisory and leadership responsibilities in the program as trainers and group leaders for orientation, and dividing the staff into groups for orientation sessions along the lines of program "team" groupings.

   A key group made up of the Program Director and team supervisors who are called "Area Leaders" (Head Teachers, Resident Director, Coordinators) is established. This group, the "Area Leaders group," is composed of the staff members who are experienced professionals. The Area Leaders group is advisory to the Director, participates in decision-making and the integration of all program areas, provides feedback from all program areas, and serves as an avenue for delegation of the Director's authority. During the orientation, the Director functions as a trainer for this group, with the members of this group then training the members of their own teams who are the undergraduate staff members. The Area Leaders group also serves as a feedback

and planning group for the orientation program, in this way learning its administrative role.

2. Communication patterns established during orientation will tend to last throughout the program. Therefore, it is important to build into the orientation program the communications flow that is desired for the program. In this case, honest feedback of staff concerns and problem areas to administration is needed, so a feedback-response pattern is built into the sequence of orientation group meetings.
3. An analysis of evaluation questionnaires administered for three summers to Upward Bound staffs has shown that responses to "What did you hope would happen at staff orientation" questions are highly similar in content and in rank order. Designing group meeting content to follow this order reduces conflict and increases staff attention levels. This is the order in which staffs have ranked their concerns:
   a. What is my job? What will be expected of me? (Self)
   b. What are others supposed to be doing? Who do I go to for help? Who are the people I have something in common with? (Relationships with others)
   c. What is this project trying to accomplish? (society)
   d. How can I best do what I am supposed to do? (Skills and competency)
   e. When can we get started? (Implementation)

   These responses indicate a content order as follows:
   a. Individual job descriptions,

b. Understanding the roles and responsibilities of significant others,

c. The goals and objectives of the overall project,

d. Skills training, and

e. The beginning of project implementation.

4. A large percentage of staff members are undergraduates who have a self-concept of "student" rather than of "professional." Elementary training in professional behaviors, job expectations, and so forth is necessary, and should be kept as basic as possible. Important policies should be put in writing, to reinforce oral presentations.

5. Toward the end of the training program, the staff should carry out real tasks such as planning, making decisions, and developing their own program areas. This reinforces their learning of professional roles and communication patterns, and develops an investment in the outcome of the total program.

6. Evaluation of the staff training program should be done after the summer program has started so that the staff might evaluate the training in the light of real work experience. Evaluation should be carried out early enough, though, so that gaps in the training can be corrected by additional training.

GOALS

The goals of the orientation are:

1. For the staff to learn program objectives, policies, and their own and others' roles and responsibilities,

2. For the staff to begin to implement or "act out" the program organizational structure, and

3. For the staff to carry out preliminary program planning.

OBJECTIVES

Objectives of the orientation which are keyed to the above goals are:

1A. Staff members will understand Upward Bound objectives, including federal, individual program, and University.

1B. Staff members will understand the program organizational structures which include lines of authority, responsibility, and communications.

1C. Staff members will understand program policies for both staff and students.

1D. Each staff member will understand his or her own job description and duties.

1E. Staff members will understand others' job description and duties.

2A. Those with supervisory responsibilities will supervise.

2B. Those who are assistants will assist.

2C. Staff will follow appropriate communications and decision-making patterns.

3. Staff will assume their responsibilities in the program by carrying out required program planning.

LEARNING ACTIVITIES

The learning activities are included within the following overall Orientation Schedule.

<u>First Day</u>

(A.M.: staff arriving time, time to move into rooms)

1:30 p.m.

Participants: Area Leaders Group: Director, Assistant Director, Head Teachers (4), Trips Coordinator, Workshops Coordinator, Work Experience Program Coordinator, Head Resident and Assistant Head Resident.

Objectives: To present Orientation schedule.
To orient supervisors to their roles and responsibilities as trainers in the Orientation program.
To orient supervisors to their roles as supervisors in the summer program.
To present the Staff Handbook.

Methods: Presentations by Director, group discussions.

6:30 p.m.

Participants: Whole staff: (10 supervisory personnel, plus 20 teaching assistants and residential counselors).

Objectives: To introduce staff members to each other.
To present staff orientation schedule.
To present general overview of Topic I: "Program Organizational Structure: Staff Roles and Responsibilities."
To present major program rules and policies.
To give out Staff Handbook.
To assign small group tasks for the morning meeting of the second day.
To provide an opportunity for the staff to meet informally.

Methods: Introduction exercise ("My Greeting Card")
Presentations by Director, Assistant Director,
Ice Cream Party

Second Day

8:30 a.m. (There is overlapping of groups so each group meets in 1-1½ hour time periods during the morning)

Participants: Area Leaders meet in small groups with members of their teams: Reading, Writing, Mathematics, Career Education, Residential Life and Trips.

Objectives: To orient staff members to their primary job roles and responsibilities as members of specific teams.

Methods: Small group sessions, led by individual Area Leaders according to their own styles and preferences.

1:30 p.m.

Participants: Area Leaders group

Objectives: To receive feedback from morning groups.
To plan next general staff meeting on Topic II: "Upward Bound: Project and students."

Methods: Small group discussion led by Director.

2:30 p.m.

Participants: Whole Staff

Objectives: To respond to or clarify general questions raised in morning groups as communicated by Area Leaders, and pertinent to whole staff.

To present Topic II: "Upward Bound program and students" (program objectives; characteristics of students)

Methods: Presentation by Director

Panel discussion by returning staff members

6:30 p.m. Unscheduled time: meetings held as needed.

Third Day

8:30 a.m.

Participants: Area Leaders meet in small groups with members of their teams.

Objectives: To relate Topic II to their individual team responsibilities and program areas.

Methods: Small group sessions, led by Area Leaders

1:30 p.m.

Participants: Area Leaders group

Objectives: To receive feedback on morning groups.

To plan general staff meeting on Topic III: "Techniques for Working with Upward Bound Students"

Methods: Small group discussion, led by Director.

2:30 p.m.

Participants: Whole staff

Objectives: To respond to general concerns raised in morning sessions.

To train staff in effective strategies for working with students.

To familiarize staff with typical problem situations they are likely to face.

Methods: Role-playing exercises in small and large groups.

8:00 p.m. Informal Party

Fourth Day

8:30 a.m.

Participants: Area Leaders meet in small groups with members of their teams.

Objectives: To relate Topic III to individual team responsibilities.

Methods: Small group sessions, led by Area Leaders

1:00 p.m.

Participants: Area Leaders group

Objectives: To receive feedback on morning groups.
To plan general meeting on Topic IV: "Evaluation in Upward Bound"

Methods: Small group session led by Director.

2:00 p.m.

Participants: Whole staff

Objectives: To respond to general concerns raised in morning sessions.
To present Topic IV: "Evaluation in Upward Bound."

Methods: Large group presentation by Director, small groups led by Area Leaders.

4:00 p.m. Reception for Upward Bound staff and University Staff.

Participants: Whole staff and members of University faculty and staff who worked or would be working with Upward Bound program.

Objectives: To give staff a sense of belonging as professionals in the University.

To thank University friends of Upward Bound.

6:00 p.m. Staff dinner

Fifth Day

(A.M. Unscheduled time: available for scheduling small group planning meetings as needed).

1:00 p.m.

Participants: Area Leaders Group

Objectives: To receive feedback about any "leftover" concerns.

To develop detailed schedule for first two days of summer program.

To develop program staff meeting schedule.

Methods: Small group working session.

2:00 p.m.

Participants: Whole staff

Objectives: To respond to staff concerns.

To present schedules for whole staff.

Methods: Large group presentations, led by key Area Leaders.

EVALUATION

One week after the beginning of the program an Evaluation Questionnaire will be distributed (See HO 1). The overall objectives of the evaluation are:

1. To determine level of satisfaction with staff orientation program.
2. To measure staff understanding of the Upward Bound program.
3. To identify unmet needs so further training can be provided.

TIME CONSTRAINTS

The orientation schedule described above is for a one week period, Monday-Friday.

RESOURCES

Full-time staff

Experienced staff

Returning staff

Possible consultant for specific skills training desired such as:

listening skills or assertiveness training

Staff Handbook Contents:

Federal Regulations

Program History

All Job Descriptions (Academic Courses, Trips, Residential Life, etc.)

Individual Job Descriptions

Program Policies

Staff

Students

Organizational Chart

Program Schedule

HANDOUT 1

STAFF ORIENTATION EVALUATION:

1. Before it began, what did you hope would happen at Staff Orientation?

2. What do you think were the goals of the people who planned the Orientation?

3. Characterize in as many words as necessary your personal impressions of this summer's Staff Orientation?

4. Looking back at Staff Orientation two weeks into the summer program, what were the Orientation activities
   a. that were helpful in preparing you for the work:

   b. that were not helpful in preparing you for the work:

   c. that were not helpful to you personally but that you felt were helpful to other people?

5. What could have been added to Orientation that might have given you more assistance?

6. Was more time needed for some Orientation activities? Explain?

7. Was too much time allowed for some Orientation activities?

   Explain?

8. Please evaluate the following statements on the basis of whether you felt there was too much time, not enough time, spent on these activities during Staff Orientation:

	Not Enough	Sufficient	Too Much
a. Learning staff orientation	_____	_____	_____
b. Learning own roles and responsibilites	_____	_____	_____
c. Learning how to use the staff organization	_____	_____	_____
d. Exploring and expressing feelings about staff organization	_____	_____	_____
e. Making input into the staff organization and procedures	_____	_____	_____

9. The Staff Handbook was:

10. If you were here last year, what was different about this year's Orientation?

11. Suggestions for next year's Staff Orientation:

LOOKING UP: THE BOSS-EMPLOYEE RELATIONSHIP

Dorin Schumacher

INTRODUCTION

What is a boss? Is it someone like Dagwood Bumstead's boss Mr. Withers who sits behind a desk and shouts "No!" when you ask him for a raise? Is it someone who pushes the poor hapless employee around unmercifully, caring only about corporate profits? Is a boss the stereotype of The New Yorker cartoon: powerful, pompous, distant, authoritarian, and foolish? Is a boss a person you should fear? Respect? Love? Care anything for? Feel loyal to? How important is this person in your life?

Somehow, in this democratic society, it does not seem quite polite to talk about "bosses." Middle-class professionals generally avoid the word but it is O.K. for blue-collar workers, people who work on assembly lines, people who do physical labor and have macho personalities to talk about bosses. In corporate and professional circles, bosses are called "managers," "executives," and "administrators," or the boss is given a specific title such as "Principal," "Superintendent," "Dean," "Director," "Vice President," "Chairman," "Commissioner," and so on. Or a group boss is typically called a "Board of Directors," "School Board" or "Advisory Board."

A "boss" is objectively defined as a person who has authority over others in a work situation. The boss' relationship to those others is a vertical one. The boss is spoken of as being "over" and/or "above" the employees.

Professional training generally looks downward, that is, it focusses upon developing the skills of the person in authority: the "manager" (training in buisness administration), the "public official" or "bureaucrat" (training in public administration), the "teacher" (training in education). There is little or no training "upwards" which would prepare employees to work successfully and/or effectively with their bosses. Such training would place some of the responsibility upon the employee for what happens in the boss-employee relationship.

Two concepts are usually omitted from the typical ways of thinking about a boss: 1) The boss-employee relationship is a primary work relationship involving two people; it is interactive, two-way, or a 50-50 proposition. 2) The employee can control the quality of the relationship as much as anyone can control the quality of any relationship, and can influence it to be a good relationship or a bad one. An employee can be passive in the relationship, or can take the initiative, to develop human relationship skills, and work to make it an effective and satisfying relationship.

GOAL(S)

This unit is designed to develop an overall awareness and understanding of the boss-employee relationship and the importance of the employee's role within that relationship. The unit assists in developing self-awareness within the area of relationships with authority figures, and develops an awareness of some of the skills needed to initiate and build a good relationship with one's boss.

OBJECTIVE(S)

This unit is designed to meet the following overall objectives:

1. The students will develop an understanding of the role of boss and of the role of the employee. This also includes an understanding of the relationship between them--its problems, pitfalls, and possibilities - through an initial presentation by the workshop leader.
2. The students will develop self-awareness in the following areas by directed daydream and values clarification exercises:
   A. Individual authority experiences, attitudes toward authority; experiences with authority figures, and authority relationships.
   B. Individual work experiences with bosses.
   C. Individual ideal boss and boss relationships.
3. Students will develop awareness of others in the following areas:
   A. How some boss-employee pairs see and experience their relationships. Outside resource people will be utilized here.
   B. The factors which contribute to employee satisfaction and dissatisfaction in the boss-employee relationship.
   C. The employee choices in the boss-employee relationship.
   D. The skills employees might use in the boss-employee relationship.

LEARNING ACTIVITIES

The following learning activities will be utilized which have been keyed to the above objectives:

1. The leader presents a general introduction to the unit and/or workshop, explaining its purposes, and providing definitions of the concepts "boss," "employee," "boss-employee relationship." The roles, responsibilities, and functions of both positions along with the relationship are included in the definitions (20 minutes).

2 A. The workshop leader directs the members of the group to assume a meditative state, with eyes closed, sitting in a quiet and relaxed position. Speaking slowly and quietly, the leader directs the group members to think back to their childhood and of their relationship to their mother. The leader then asks open-ended questions such as: How did you see her? Did you look up to her? Did you respect her? Did you fear her? What were your feelings towards her? What role did you play in the relationship? Were you cooperative? Rebellious? Independent? Passive?

The leader repeats this reflective questioning for other authority figures such as: father, grandparents, aunts, uncles, older siblings, parents , friends and so on. The leader directs the group members to reflect on <u>all</u> of these memories, to see if there is a pattern in their relationships to authority figures and to think about what clues these memories might provide in understanding their

relationships with authority figures (such as bosses) in the here and now.

The group members may then share their thoughts, memories and/or feelings with the whole group or in dyads, or write them down for their own future reference (30 to 50 minutes).

2 B. The leader asks members of the group to list in writing all the jobs they have held, both paid and non-paid, full or part-time, skilled and unskilled along with the name of their bossfor each job (or some identifying characteristics if they have forgotten the name and what they liked and did not like about their bosses and their relationships with them.

Job	Boss' Name	I liked	I Disliked

The group members can then share these memories in dyads (30-40 minutes).

2 C. The leader then asks group member to reflect on their "ideal boss" and on their "ideal relationship" with a boss, and to complete for themselves the following statements:

"My ideal boss is..."

"My ideal relatinship with my ideal boss is..."

The leader may then ask members of the group to share with the group what they learned about themselves by doing these three self-awareness exercises (2A, B, C,) 20-30 minutes).

3 A. The workshop leader brings to the group two boss-employee pairs to talk about how they see their roles as bosses or employees and how they see their relationships.

The leader should draw out and focus the group's attention on the interactive nature of the relationship (50 minutes).

3 B. The group members are assigned the task of going out into the field and finding at least two people to interview, preferably ones who are in jobs similiar to those he or she is preparing for. The purpose of the interview is to learn more about employee perceptions of bosses, and to learn the sources of satisfaction and dissatisfaction in those relationships. It might be desirable for the interviewers to select one person who is satisfied with the relationship and one who is not. The following interview format is suggested:

Suggested Interview Questions

(i) How long have you worked for your present boss?

(ii) How often do you meet with your boss?

(iii) How would you characterize your relationship with your boss (successful or unsuccessful)?

(iv) What happens <u>between</u> you if you goof? If you have a problem? If you do a good job? If you are upset with your boss? If you want something from your boss?

3 C. The leader presents a general theory describing the personnel responsibilities of a boss such as interviewing, selecting, training, motivating, evaluating and the firing, retaining and/or promoting of employees. The leader may also prefer to bring to the group a person who can describe these responsibilities from firsthand experience.

The leader then has the group brainstorm on each of the same topics, that is, how the employee might take the initiative to do the same with his or her boss, discussing how a person can interview a boss, select a boss, train and motivate a boss, evaluate a boss, and fire, retain, or promote a boss.

The group can have some fun with this, and with the leader's help, come up with some sound ideas on how an employee may take the responsibility for the effectiveness of the relationship with his or her boss. The leader's summary of the brainstorming session should clarify and/or reinforce these points, especially the ones which are likely to work (50 minutes).

3 D. The leader, or the leader and the group, and an outside resource person, identify a series of problem situations as in those listed in Activity 3B. Members of the group role-play a boss and employee dealing with one of these situations. This can be done by one pair role-playing in front of the whole group, and/or in dyads, or triads with one member observing. It would be helpful for the

same couple to reverse roles and deal with the same situation. This would help to provide insight into the differing effects of several alternatives of action and to facilitate discussion of the ramifications in the relationship of the different alternatives. The leader can do this by drawing out how the participants felt when they were treated in certain ways.

The leader should be able to identify and clarify for the group the differences among passive, assertive and aggressive behaviors. "I" statements and "you" statements and examples of effective and ineffective communication styles can be pointed out (30-40 minutes per situation).

EVALUATION

Each group member writes a summary of what was learned from participation in the experiential activities, answering "What I learned about myself... (Simon, 1972, p. 63). Each should develop an analysis of personal strengths and weaknesses in relationships with his or her boss.

TIME CONSTRAINTS

At least five 50-minute sessions (depending upon group size and number of situations developed as exercises).

RESOURCES

Simon, S., Howe, L., and Kirschenbaum, H. Values Clarification. New York: Hart Publishing Co., Inc., 1972.

Outside speakers from various areas.

Available people in the field

OVERCOMING THE SEX-ROLE STEREOTYPE AND BECOMING A SUCCESSFUL WOMAN PROFESSIONAL

Dorin Schumacher

INTRODUCTION

An American woman aspiring to a professional career today, no matter what her age, must work to overcome her socialization to the female sex-role stereotype. The cultural stereotype to which women have been socialized by parents, school, media, and other means, defines a woman as nurturant, dependent and emotional. She is a follower rather than a leader, passive rather than assertive, weak rather than strong, submissive rather than dominating, feeling rather than thinking. She finds her identity in relationships rather than in achievement and she has a magical understanding called "intuition."

Many now believe that a woman exhibiting such traits has learned them through socialization rather than inheriting them through genes. If this is so, we may assume that a woman has a capacity for the behaviors, feelings, and attitudes associated with the male stereotype, but has learned throughout her lifetime to repress these characteristics. A woman has the innate capacity to be independent, achievement-oriented, rational, and so on.

Unfortunately for the woman aspiring to be a successful professional, the characteristics associated with and necessary to success and advancement in the professional role are more similar to the male stereotype than to the female one. These characteristics are leadership, assertiveness, reason, intellect, objectivity, independence, achievement orientation and power orientation.

So what is a woman who has been raised in this culture and wishes to succeed as a professional to do? Is she to try to become like the male stereotype? Is she to try to "buck the system" and change the values upon which the professional role is based? Is she to play ostrich and deny there is a problem? Is she to see the problem as located inside of her or as located outside of her? Or is she to work simultaneously on all fronts, working toward both internal and external understanding and change?

This unit is based on a commitment to the last position, and is based on the assumptions that what has been learned can be unlearned and what has not yet been learned can be learned. It is based on the assumptions that a woman needs to extinguish some old behaviors, learn some new ones, but "hold fast to that which is good." She needs to make individual choices, based upon an understanding of herself and her environment, and to retain a sense of wholeness and integrity of self, in such a way that she can reap external rewards, find success, and self-expression both as a woman and as a professional.

The unit focuses on developing understandings of the conflicts between the female sex-role stereotype and professional role expectations and provides an introduction to some behavioral choices and a consideration of their consequences. It is geared toward groups of undergraduate women planning for careers as professionals, groups of adult women re-entering education or the job market, or groups of professional women seeking career development.

GOALS

This unit is designed to enable these women to become aware of the role conflicts between the female sex-role stereotype and the professional role, to become aware of some behavioral choices available to a woman professional in the work environment, and to identify areas of personal role conflict and choice.

More specifically, the goals of this unit are:

1. To examine the definition of professional and to define/describe professional behaviors.
2. To examine the female sex-role stereotype and to define/describe female sex-role stereotyped behaviors.
3. To compare the contrast the stereotyped female role with her professional role.
4. To apply female stereotyped behaviors and professional behaviors to work situations and compare and contrast the likely consequences of those behaviors.
5. To develop an awareness of personal conflicts, values, and goals in relation to one's self-image as a woman and a professional.

OBJECTIVES

For each of the preceding goals, certain objectives for student performance are set forth. Students, upon completion of the unit, will be able to:

1A. define the term "professional" and give several examples.

1B. define and list professional role behaviors.

2A. define the term "female sex-role stereotype."

2B. describe female sex-role stereotyped behaviors.

3. compare and contrast the professional role and the female sex-role stereotype.
4. analyze work situations and describe behavioral alternatives, both professional and stereotypic and the possible consequences of these behaviors.
5. make personal decisions and value judgments regarding the work behaviors they value and choose for themselves.

LEARNING ACTIVITIES

The concept of "professional" contains several meanings and connotations. It refers to the type of work (intellectual rather than manual), length of training (usually both extensive and expensive), organizational rank (upper to middle), and connotations of social status (upper to middle). "Professional" also refers to work behaviors such as taking responsibility, leading others, independence, initiative, imagination, resourcefulness and working until the job is done and not until time on a clock passes. Being a professional often involves working for an organization, and in an era of corporations and bureaucracies, this requires efficiency, practicality, and institutional loyalty.

The passage from student to professional is a critical one in our society, and is often accompanied by confusion regarding institutional goals vs. individual goals, bureaucracy vs. democracy, and restraint vs. freedom. For women, this passage can be more difficult because of the role conflicts found between the "female" professional role.

The following activities will enable the group to develop a definition and consequent understanding of "professional."

(1A & B)

A. Students will be required to:

Interview a Personnel Director or Counselor.

Obtain performance evaluations and compare the professional evaluation with those of other personnel categories.

Interview professionals in the student's chosen field.

Read selections from Working that contrast the professional life style with other work categories.

Students should be seeking answers to these questions:

What is a professional?

What behaviors are expected of a professional?

What does an effective or successful professional do to be considered "effective?"

B. Students will share their definitions and the results of their interviews in small groups and each group will develop its own definition. Each group will then share its definition with the whole class, and a single definition and description will be developed from the small group definitions. The leader will develop with the whole group a comprehensive definition, listing characteristics and behaviors on the board or on large sheets of newsprint. (Classroom activity: 50 minutes)

(2A & B)

A. Students will be assigned readings on the topic of female sex-roles and socialization (Morgan, 1976). The same small group process as was followed above in developing a group definition of "professional" may be followed here.

b. Students may find samples and examples of female sex-role stereotyping on TV, in magazines and books, and then share these in groups.

(Classroom activity: 50 minutes)

3. The class compares the list of professional role attributes and behaviors with the list of female sex-role stereotyped attributes and behaviors. Areas that might cause difficulties for a woman seeking to fill a professional role are identified by the group. Areas that are similar or complementary are also identified (50 minutes).

4. The Workshop Leader or the class or an outside resource person (a woman professional) develops written descriptions of a number of work situations which illustrate conflict between professional role expectations and stereotypic female role expectations. The situations developed should be appropriate to the career goals of the group. That is, be typical of the types of settings for which group members are preparing. Some examples might be the following:

   a. Leading vs. Following: Situations in which a woman is expected to take a leadership role such as chairing a committee, proposing a motion at a faculty meeting, or giving directions to her staff.

   b. Professional vs. Personal Relationship Expectations. Situations in which a woman is required to choose between professional relationship styles and personal relationship styles, such as being invited to gossip about a colleague, or being asked to bend the rules for a co-worker who has become a "friend."

c. Intellect vs. Feelings: Situations at work in which a woman has strong emotions, perhaps wanting to cry.

d. Being Direct vs. Being Nice: Situations in which a woman executive sees an employee doing a poor job.

e. Being Achievement-Oriented vs. Being Relationship-Oriented: Situations in which a woman must pursue what she wants and risks disapproval or rejection by others.

f. Being Active vs. Being Passive; Being Ego-Centered vs. Being Other-Centered: Situations in which a woman feels discriminated against or slighted just because she is a woman.

Situations such as these could be analyzed by members of the group individually or in small groups. They could also be addressed by a woman professional speaker or a panel of women professionals. Members of the class could seek out women professionals in thier chosen fields and interview them in relation to such situations.

Suggested questions which could be applied to the situations are:

How would a stereotyped female handle this situation?

What are the consequences of her behavior likely to be?

How would a professional handle this situation?

What are the consequences likely to be?

How would I feel about this situation if I were in it?

How would I want to handle this situation?

What are the consequences of my behavior likely to be?

(1-2 situations: 50 minutes)

5. Students write an autobiographical essay in which they discuss:

   Their own socialization

   The influence upon them of the female sex-role stereotyped behaviors they already have which can be described as professional

   Problem or conflict areas

   Personal goals for change and growth

   They may also wish to try some valuing by responding to these questions:

   What I like about myself as a woman

   What I would like to change

   What I would like to keep

   How these things fit with the professional role

   What I like about myself as a professional

   What I would like to change

   What I would like to keep

   What behaviors I would like to learn

These conclusions and thoughts may be shared in dyads, then with the whole group.

EVALUATION

The evaluation of this unit should be a subjective one, based on how useful the participants feel it is to them. Written and/or verbal open-ended questions are suggested.

TIME CONSTRAINTS

The unit may be adpated to the needs and experiences of a particular group, but at least 50-minute group sessions are suggested.

RESOURCES

Texts:

Bardwick, J. M. Psychology of women: A study of bio-cultural conflicts. New York: Harper, 1971.

Ellmann, M. Thinking about women. New York: Harcourt Brace & Jovanovich, 1968.

Gornick, and Moran, K. (Ed.). Woman in sexist society: Studies in power and powerlessness. New York Basic Books, 1971.

Morgan, M. The total woman. New York: Pocket-Books, 1976.

Terkel, S. Working. New York: Avon, 1974.

Weitzman, L. J. and Rizzo, D. Biased textbooks: A research perspective. Washington, D.C.: National Foundation for the Improvement of Education, 1974.

UNDERSTANDING WORK EXPECTATIONS: THE PERFORMANCE EVALUATION

Dorin Schumacher

INTRODUCTION

A happy and successful worker may be defined as one whose personal work values are similiar to the work values of the organization for which he or she is working, and as one who also has the ability to perform required tasks. An employee whose values and abilities differ too greatly from those demanded by an employer will probably be unhappy and unsuccessful at work. There may be a good fit between a work environment and a worker or a poor fit.

Such clear-cut similiarities or differences may not be obvious to either employer or employee in situations where there is failure to communicate work expectations. Some employees are unaware of the standards and/or expectations of their employing organizations or are unaware of their own personal standards of work. Such lack of insight may cause them to bumble along, never quite making it, never achieving a successful adjustment to a work environment and never quite understanding why.

To the seasoned professional, work expectations are probably so obvious as to require little or no discussion. For the new and inexperienced employee or for the undergraduate student, however, they are likely to imply the vast mysteries of a new and unknown world. The following questions are important ones to consider: What are the expectations of the organization for which you work or for which you are planning to work? What are the individual expectations of your boss? What are your own personal work standards?

In what ways do your own expectations of your work performance match or fail to match those of your organization and your boss? How do you know this? What do you need to do to become successful within your organization? The terms work "standards," work "expectations," and work "values" are used interchangeably in this context, and refer to the complex set of assumptions held by an organization and a supervisor regarding the quality of work that should be performed within that organization.

Many career education concepts and activities focus on broad descriptions of types of employment fields, called "Career Clusters." A related subject is particular work standards within a given work environment or type of organization. Just as there will be a difference between human services and technical fields, there will be a difference between working for a large or a small organization, an affluent or a poorly-funded one, a public or a private organization, an urban or a rural one, and differences between working for one supervisor or another. Individual supervisors have individual expectations, in addition to those of the organization, which will be based on their own priorities, biases, personal emphases, hangups and so on.

Students' career awarenesses and employability skills can be increased by increasing their understandings of work environments and work expectations. Specific skills in determining work standards and expectations in a given work environment can be applied in job interviews, in relating to supervision on the job and in all working environments throughout an individual's life. The transition from college to job is a major one. The transition can be eased if students

have a clear idea of what to expect on the job, of what will be expected of them, of some of the major differences between the academic environment and the paid employment environment.

This unit could be used in a pre-professional course by adapting the specifics to the particular profession. It could also be used as a workshop for staff training programs for undergraduate staff, e.g., residential life staffs, Upward Bound staffs. In such cases, the specific requirements, work expectations, and work values particular to the program in question could be inserted where appropriate.

All students are familiar with evaluations in the form of academic grades. The purpose of this unit is to familiarize the student with the concept of evaluation of work performance and some basic work behaviors which may be expected and evaluated.

GOALS

The goals of this unit are:

1. To examine the concept of performance evaluation - its purpose, formal and informal types, work behaviors that might be evaluated, and objective and subjective evaluation criteria.
2. To examine the relationship between a job description and a performance evaluation.
3. To develop skills in interpreting the performance evaluation in order to better determine the precise behavioral expectations implied.
4. To examine some of the major differences between academic expectations and employment expectations.

5. To discover one type of performance evaluation carried out in the student's chosen field.
6. To become aware of the variety of performance evaluations used in different organizations.
7. To develop personal awareness of personal work standards and how they might differ from an organizations' expectations.

OBJECTIVES

For each of the preceding goals, certain objectives for student performance are set forth. Students, upon completion of the unit, will be able to:

1. Define a performance evaluation and give several examples of evaluation items.
2. Describe the difference between a job description and a performance evaluation.
3. Derive the work expectations that can be inferred from sample performance evaluation items.
4. List six major difference between academic evaluations and performance evaluations.
5. Describe the concept of a performance evaluation held by one supervisor-employee pair in the student's chosen field.
6. Describe a performance evaluation used in the student's chosen career field.
7. Describe several different types of performance evaluations in different fields or organizations.
8. Identify personal performance standards.

9. Show how standards identified in #8 are similar and different from those expected in one's own chosen career field.
10. Identify potential areas of conflict and set goals for change.

LEARNING ACTIVITIES

The activities are suggestions from which individual lessons may be developed and are coded to each objective described above. The following is an example of a brief content presentation to be followed with the leader's activities.

Objective 1. "Defining the Performance Evaluation"

Discussion Content:

In a modern organization, it is the responsibility of a supervisor to evaluate an employee's work performance. Many times, it is the supervisor's evaluation which labels the employee as "successful" or "unsuccessful."

Performance evaluations may be carried out formally, informally or both. A formal performance evaluation is carried out at regular intervals, such as annually or semi-annually, covers all phases of an employee's work, is based upon some objective performance criteria, and may be recorded in written form in an employee's permanent personnel file. The evaluation may be discussed in a performance evaluation interview between supervisor and employee. Under ideal circumstances, the employee is aware of the criteria for evaluation, participants in the evaluation process by self-evaluation and by discussing the self-evaluation and the supervisor's evaluation with

the supervisor. Areas of strength and areas of weakness are discussed, agreed upon, and strategies for change are discussed and agreed upon. It is an excellent opportunity for supervisor and employee to have a frank and open discussion of the work, the quality of the employee's work and the quality of the supervisor's supervision. This discussion should be similiar to a counseling interview in which the expectations and needs of both people are communicated, enabling the employee to know where he or she stands within the organization.

Informal performance evaluations may take place at the undefined and irregular intervals. They may be oral statements or brief written comments in memo form, and cover a particular aspect of an employee's work. "Good work, Mr. Dawson," "You gave me a fine report this morning, Ms. Cunningham," and "I am pleased with your work, Dr. Smith," are examples of informal evaluations. "Tom, I want your reports to be shorter. One page is sufficient," is an example of a corrective evaluation.

Organizations differ as to what they expect of supervisors in terms of method, process, or format of performance evaluations, but generally a supervisor's evaluation and recommendation form the basis for important decisions regarding retention, promotion, and/or salary increases.

The performance evaluation usually has both objective and subjective components. Examples of what might be considered objective criteria are quantity of work performed, objective observations regarding the quality of work performed, and a collection of the evaluations of colleagues or clients. Criteria which might be considered subjective include the supervisor's own values, his or her

impressions of the employee, and the quality of the interpersonal relationship between supervisor and employee.

The workshop leader activities to supplement the above discussion are:

1. The workshop leader should discuss the above concepts.
2. The workshop leader should discuss with students some of their experiences as part-time or volunteer workers and how they were evaluated.
3. The workshop leader should hand out to students sample performance evaluation forms. Two are included here: one is used for evaluating professional staff and one is used for evaluating classified (clerical, janitorial, technicians, etc.) staff at a university. This could be handed out to the students, or the workshop leader might prefer to substitute others. The workshop leader should direct the students to study the forms as preparation for the following session.

Objective 2. "Job Descriptions and Performance Evaluations"

Discussion Content:

The evaluation for professional staff refers to "the staff person's position description." The position description or job description is a statement of what work is required in a particular job. A performance evaluation evaluates how well the work has been performed and how well the employee has met the standards of work performance. The job description is the "what" of a job; the performance evaluation is the "how well" or the "how much."

The workshop leader activities to supplement the above discussion are:

1. The workshop leader should hand out the attached job description or other job descriptions.
2. Suggested topics for discussion:
   What are some of the differences between the job description and the performance evaluation?
   What items in each seem most closely related?

Objective 3. "Interpreting the Performance Evaluation: What are the Performance Standards?"

Discussion Content:

Implied in each item on the performance evaluation form is a standard of performance. For example, the item "job tardiness" implies specific expectations regarding hours of employment. Is the employee expected to be in the office at 8:00 a.m. and leave at 5:00 p.m. with an hour for lunch? Is this organizational policy? Is the employee paid by the hour so that lateness will lead to reduction in pay? How strictly are these standards enforced? Is it preferable to be there a little early and to stay a little late? Is the early arrival time more important than the departure time? Who should be informed if the employee is going to be late?

It can be seen that even such a simple, apparently concrete item has plenty of room for intepretation. It behooves the employee to have a good understanding of such a basic matter. Failure to conform to acceptable standards can lead to annoyance and conflict on both sides.

Some of the basic work values and expectations which can be inferred from the items on this sample performance evaluation form include the importance of attendance, appearance, interpersonal relationships, taking responsibility, effective communication, and organizational loyalty.

The workshop leader activities to supplement the above discussion are:

1. The workshop leader should lead a discussion of all or some of the evaluation items, eliciting all the questions that might be asked to discover what expectations a specific item might refer to.
2. The workshop leader could assign one or several items to small groups, have each group develop the questions relevant to each item, and share the questions with the whole class.

Objective 4. "Academic Evaluations and Work Performance Evaluations"

Discussion Content:

Human relations skills are extremely important in many work settings. This may be one of the major differences between the work environment and the academic environment.

"The emphasis on human skills was considered important in the past, but it is of primary importance today. For example, one of the greatest entrepreneurs, John D. Rockefeller, stated: "I will pay more for the ability to deal with people than any other ability under the sun." According to a report by the American Management Association, "An overwhelming majority of the two hundred managers who participated in a survey agreed that the most important skill

of an executive is his or her ability to get along with people. In this survey, management rated this ability more vital than intelligence, decisiveness, knowledge, or job skills." (Hersey, 1977, pg. 7).

The workshop leader activities to supplement the above discussion are:

1. After the discussion of the work performance expectations, the workshop leader should have the students think about academic expectations and compare them with work expectations.

   Topics for discussion:

   "How important is dress at college? Are you evaluated on the basis of your appearance?"

   "How important is attendance? Are there rules for attendance? Will you be evaluated on the basis of your attendance?"

   "What about interpersonal relationships with fellow students? Will you be evaluated on the basis of your interpersonal relationships with students in your class?"

2. This list of comparisons might be helpful:

WORK	COLLEGE
Attend regularly usually at specified hours.	Attendance may not be taken in class. Whether you attend is up to you.
Be punctual and stay as long as required.	Tardiness is generally not recorded.

continued

WORK	COLLEGE
Relate well to supervisor.	Academic performance counts, not relationship with professor.
Get along well with co-workers.	Immaterial.
Dress conservatively.	Immaterial.
Be loyal to the organization.	Immaterial.

The workshop leader might ask the group what other comparisons can be made.

Objective 5. "Performance Evaluation in a Selected Career"

Workshop Leader Activities:

1. The workshop leader should have each student select a career and a local organization representative of that career. Each student should carry out research on the method of performance evaluation used within that organization. The student should interview a supervisor or someone from the personnel department, obtain any performance evaluation forms used, discuss the evaluation procedures followed. What are the major work expectations as expressed in the performance evaluation?

2. The workshop leader should have each student find an individual working within that organization who is evaluated, preferably a person who is evaluated by the same supervisor who has been interviewed. The student should interview the individual to determine how he or she is evaluated, both formally and informally, and how often. What are the person's perceptions of the major work expectations within that organization? Does he or she feel successful? Why? Why not? How does he or she like the performance evaluation in that organization?
3. The workshop leader should have the students write up the results of their interviews, including the sample performance evaluation forms obtained. What are the opinions expressed about evaluations that are carried out within this organization? Is there agreement between supervisor and employee? Is the performance evaluation seen as a helpful procedure? If so, in what ways? If not, why not?
4. In addition or alternatively, the workshop leader could arrange for either a panel discussion presented to the class by supervisors and employees to discuss how they evaluate and are evaluated, or could arrange for a demonstration between a supervisor and employee of a performance evaluation discussion.

Objective 6. "Performance Evaluations in Several Organizations: Workshop Leader Activities:

1. The workshop leader should have students share the results of their individual interviews in small groups. Each

group should develop a summary of what was discovered in the different interviews. What are the differences and similiarities among performance evaluations conducted in the different organizations? Each group should present its summary statement to the whole class.

Objective 7. "Performance Evaluation and the Self"

Workshop Leader Activities:

1. The workshop leader should have the students self-evaluate their own work performances by applying a performance evaluation form to their own work behavior. They should carry out a frank and realistic analysis of their own work performances insofar as they are able to, based upon part-time or temporary jobs, college and school experiences. What are their areas of strength? Areas of weakness? What types of work expectations are they likely to have difficulty with? Each student should prepare a written summary of the results of this process, outlining the areas needing work and setting goals for personal change.
2. The workshop leader should have the students share the results of these self-evaluations in dyads.
3. Following this, students should be asked to make "I Learned" personal response statements regarding their own examination of their work behaviors.
4. In conclusion, the workshop leader could point out to students that they could use certain basic questions during their initial interview for a job, during their job orientations, and during performance evaluations. Some examples may be as follows:

What is important in this organization and in this department?

What do you expect of me?

What do I need to do to be successful within this organization?

How will my performance be evaluated?

EVALUATION

1. Objective 1-4 could be assessed through a short quiz or essay.
2. Objectives 5-7 could be evaluated through student's submission of written reports and/or papers.

TIME CONSTRAINTS

The following time frames are suggested for learning activities 1-7:

1. 30 minutes
2. 30 minutes
3. 3-45 minutes
4. 30-45 minutes
5. Out of class
6. 30-45 minutes
7. 30 minutes

These activities are flexible enough so that they may be implemented in any way appropriate and/or comfortable for the leader and/or the group.

RESOURCES

Texts:

Hersey, Paul and Blanchard, Kenneth H. Management of organizational behavior: Utilizing human resources. New Jersey: Prentice-Hall, 1977.

Kellogg, M. S. When man & manager talk...a casebook. Texas: Gulf Publishing Co., 1969.

Forms:

Performance Evaluations from your own organization

Job Descriptions from your own organization

Speakers:

Local supervisors, employees and personnel managers

Professor of Business Administration and Educational Administration

Charles M. Sullivan

INTRODUCTION

The purpose of this unit is to awaken students to the potential effect that a course in Estate Planning might have on their chosen careers. Students often construct a curriculum by selecting courses without regard for relevancy to educational plans, career interests, employability skills, or expected life styles. It is important to realize that a basic knowledge of estate law has a direct benefit in enhancing employability skills in many professions such as accounting, law, taxation, and insurance. Furthermore, such knowledge is vital to everyone regardless of careers as a means of helping to build the financial framework and game plan to achieve personal plans, career plans and life styles.

It is anticipated that by reflecting on their own personal assets as well as on family assets for the purpose of constructing a will and estate plan, students will increase their self-awareness. By reading materials, preparing reports, conducting interviews, utilizing community resources and planning the distribution of their present and future resources, students will develop an economic awareness and will exercise and improve their decision-making abilities. Most importantly, however, they will perceive the relationship between an educational program, such as a course in Estate Planning, and their career goals.

GOALS

This unit is designed to help students to:

1. Look for meaningful relationships between courses, careers and educational plans in the construction of a curriculum;

2. Assess the direct and indirect benefits of courses to their employability skills;
3. Recognize the potential impact that course selection may have on building the economic foundation to support career objectives and certain lifestyles;
4. Contemplate personal goals and assess the financial requirements to obtain them;
5. Realize the significance of estate planning for career planning.

OBJECTIVES

For each of the preceding goals, the students, upon completion of this unit, will be able to:

1. Become aware of the relationship of a course in Estates and Trusts to their educational plans;
2. Examine the relationship between a course in Estates and Trusts and their employability skills;
3. Develop basic skills in estate planning as an aid in building an economic foundation for achieving desired lifestyles;
4. Increase self-awareness by examining their personal plans, assets and estate expectations;
5. Recognize the importance of estate planning to the achievement of career goals and lifestyles;
6. Exercise decision-making skills in the preparation of their wills and estate plans;
7. Prepare a will and recongize the necessity for consulting an expert as their needs in estate planning increase.

LEARNING ACTIVITIES

1. Shortly after the midpoint of the term, the students will prepare a summary of their own personal career objectives and intended lifestyles. In addition, they will determine the extent of their personal and real property. Then they will identify their heirs at law and decide whom they would like to be recipients, donees, legatees and beneficiaries of their properties.
2. Using the appropriate statute and "the relationships and degrees of kindred according to civil law" chart, students will prepare their own personal chart showing how their property would be distributed among their immediate relatives if they should die intestate. The students will then decide if this distribution is satisfactory.
3. Students will also read the textbook, other assigned materials and attend course lectures and discussions.
4. The student will visit the local Registry of Probate and examine the contents of two (2) probated wills. Utilizing their knowledge of wills, the students will evaluate the wills and record the docket numbers in their report.
5. Consult two (2) relatives or close freinds to ascertain whether or not they have prepared a will and estate plan. Summaries of their findings will be made.
6. Students will interview two (2) members of their chosen profession concerning the relevance and importance of a knowledge of law for their profession. They will then summarize the results.

7. The students will prepare a final report summarizing all of the learning activities and the conclusions drawn from each activity relative to the potential effect of estate planning on their career plans and projected lifestyles.

EVALUATION

1. Student
   a. Each step in the career education unit will be evaluated on the basis of reports submitted for:
      1. Timeliness
      2. Completeness
      3. Neatness and style of presentation
      4. Clarity of thought
   b. The final report will be evaluated on the basis of:
      1. Timeliness
      2. Completeness
      3. Neatness and style of presentation
      4. Assembling the interpretation of findings
      5. Analysis and correlation of information to student's career objective.
2. Program

   The unit will be evaluated by issuing a questionnaire designed to elicit positive and/or negative feedback on the unit.

TIME CONSTRAINTS

The unit is designed to cover one quarter (¼) of a semester and is equal to one (1) major report or examination in grade.

RESOURCES

1. Text:

   Stephenson, G. T., and Wiggins, N. A. Estates and trusts. New Jersey: Prentice-Hall, 1973.

2. Additional Useful Texts

   1978 Federal tax course. Chicago: Commerce Clearing House, Inc., 1977.

   Uniform probate code. Mineola, New York: West Publishing Co., 1976.

   Bergen, K. W. How to live and die with Massachusetts probate. Houston: Guild Publishing Co., 1972.

   Creteau, P. G. Maine real estate law. Portland, ME.: Castle Publishing Co., 1976.

3. Articles:

   For your family's future-Latest on planning an estate. U.S. News & World Report, May 30, 1977, pp. 47-49.

4. Tapes:

   Weinberg, M. D. et. al. Estate & gift tax reform, No. 115. CLU Continuing Education Cassette, American Society of Chartered Life Underwriters, 1976.

5. Local Registry of Probate
6. Career Resource people interviewed
7. Relatives interviewed
8. C.L.U. Journals, American Society of Chartered Life Underwriters.

DEVELOPING ETHICAL STANDARDS

Charles M. Sullivan

INTRODUCTION

As students prepare to enter the world of work and to pursue careers, there is one important facet of their preparation which is often neglected or overlooked - the compatibility of their personal ethical standards with those of their employers. If the employee's values and ethical standards are different from an employer's, the employee will probably find himself/herself an unhappy, unsuccessful worker in a world of constant conflict and stress.

This paradoxical situation requires that the career planner should seek the answers to these questions: What are the ethical standards required by the institution (business, labor or government) for which I am planning to work? Are these standards in harmony or conflict with my own personal standards?

A course in labor economics that covers the history of the working person and the development of collective bargaining raises questions as to the ethical standards of business, labor and government. Many students cannot study about the exploitation of child labor, black slavery, bloody strikes, arbitrary court decisions, espionage, blacklisting, bribery of government officials, misuse of labor pension funds, racketeering and violence without developing reservations about the ethical standards or lack of them among the different institutions. Today, we continue to hear of the role of criminal elements in business and labor organizations. Socially concerned groups and individuals continue to focus on the ethical foundation of the American private enterprise economy. Their

list of irresponsibilities include pollution, misleading advertising, supplying armaments worldwide, pornography, price fixing, kickbacks, devious evasions of law and a host of other complaints. The theme common to many of the unethical practices is the ruthlessness of the struggle for survival. The latter is predicated on power, not the judicious and responsible use of power, but raw power to be exercised for the preservation of the institution or person. The growth of labor unions and government regulations reflect societal attempts at developing countervailing power.

The purpose of this unit is to awaken the student's awareness of the importance of developing a knowledge and understanding of his/her own personal ethical standards and the relevance of this knowledge to his/her career interests and expected lifestyle.

GOALS

This unit is designed to help students:

1. To develop an awareness of their personal ethical standards.
2. To form an appreciation of the ethical standards generated by the American private enterprise economy, both historically and contemporaneously.
3. To learn what a code of ethics is and how these codes apply to their chosen careers.
4. To investigate the advantages of maintaining high ethical standards in professional careers.
5. To ascertain the ethical standards in their chosen field.
6. To examine the relationship between personal standards and the standards required in their chosen careers.

OBJECTIVES

This unit is designed to help students:

1. To recognize the conflict which exists, to some degree between standards and practices in regard to ethics in industrial relations.
2. To assist students in developing an awareness of the conflict which could confront them in regard to business ethics when they enter their chosen professions.
3. To develop an economic awareness of the costs of social irresponsibility and unethical practices.
4. To recognize that the pursuit of power, to the exclusion of other considerations, has produced unhappy and unsuccessful employees and executives in business, government and labor.

LEARNING ACTIVITIES

1. Attitude Test: The students will take a test designed to help them achieve a better understanding of their own standards and ethics.
2. Discussions: The professor will discuss the results of the above-mentioned exam with the class, allowing them to compare their own answers with the responses of the group as a whole.
3. Codes of Ethics: Wherever possible, the student will obtain a copy of a code of ethics for his/her profession and analyze them for compatibility with his/her own standards.
4. Interviews: The student will interview two people in his/her chosen field, administering the ethical attitudes test, discussing the code of ethics, and comparing the interviewees standards of ethics with his or her own. He/she will summarize his/her findings.

5. Essays: The student will write three short essays, selecting from the union, business and government practice past or present, which he/she considers to be most unethical.
6. Research: The student will research the cost of a major industrial strike.
7. The student will prepare a final report summarizing all of the learning activities and the conclusions drawn from each activity relative to the effects of his/her own personal ethical standards on a career choice and lifestyle.

EVALUATION

1. Student
   a. Each step in the career education unit will be evaluated on the basis of reports submitted for:
      1. Timeliness
      2. Completedness
      3. Neatness and style of presentation
      4. Clarity of thought
   b. The final report will be evaluated on the basis of:
      1. Timeliness
      2. Completedness
      3. Neatness and style of presentation
      4. Assembling and interpretation of findings
      5. Analysis of correlation of information to student's career
2. Program

   The unit will be evaluated by issuing a questionnaire designed to elicit positive and/or negative feedback on the unit.

TIME CONSTRAINTS

This unit is designed to cover (½) of a semester and is equal to one (1) major report or examination.

RESOURCES

1. Test:

   Bloom, G. F. & Northrup, H. R. Economics of labor relations (8th ed.). Homewood, IL.: Richard D. Irwin, Inc., 1977.

   An additional useful text:

   Fulmer, R. M. Principles of professional management. Beverly Hills: Glencoe Press, 1976.

2. Codes of Ethics for various professions.
3. Career resource people interviewed.
4. Assessment instrument:

   Self-designed attitude test.

5. Articles:

   Carr, A. Z. Can an executive afford a conscience? Harvard Business Review, July-August, 1970, pp. 58-64.

   Brewer, O. A. Is business the source of new social values? Harvard Business Review, November-December, 1971, pp. 121-126.

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FACILITATING DECISION-MAKING SKILLS OF UNIVERSITY STUDENTS

Frank T. Vitro

INTRODUCTION

The term decision has two connotations. In its generic sense, a decision implies a rather complex process that begins with the awareness of a need for a change and ends with the selection and implementation of a particular course of action. "Decision" also has a specific connotation as a synonym for "choice." Choice is a single step in the decision-making process. It takes place when the individual making the decision has completed an assessment of the choices in alternative courses of action and chooses one for implementation.

There are apparently six common elements in all decision-making situations: 1) the state of nature, 2) the decision-maker, 3) the goals or ends to be served by the decision, 4) the available alternatives and the set of actions from which a choice will be made, 5) a relation which produces an ordering of alternatives in some arrangement, and 6) the choice itself.

Decision theory has attempted to define not only the elements of rational choice in a decision-making process, but also the limits placed on rationality by a variety of psychosocial parameters including the imperfect nature of the information available to the decision-maker. The literature in this area is replete with articles consisting largely of case studies of decision-making under various conditions and situations. As the result of a summarization of a variety of investigations in the area of decision-making, Janis and Mann (1977) have extracted a number of criteria that can be used to evaluate the effectiveness of decision-

making. The decision-maker must:

1. Thoroughly canvass a wide range of alternative courses of action.
2. Survey the full range of objectives to be fulfilled and the values implicated by the choice.
3. Carefully weigh whatever is known about the costs and risks of negative consequences, as well as the positive consequences, that would flow from each alternative.
4. Intensively search for new information relevant to further evaluation of the alternatives.
5. Correctly assimilate and take account of any new information or expert judgment available, even when the information of judgment does not support the course of action initially preferred.
6. Re-examine the positive and negative consequences of all known alternatives, including those originally regarded as unacceptable, before making a final choice.
7. Make detailed provisions for implementing or executing the chosen course of action with special attention to contingency plans that might be required if various known risks were to materialize.

Successful decision-making apparently evolves through a sequence of relatively discrete stages. The decision-maker must:

1. Clearly identify the decision to be made.
2. Clearly define and state personal goals and interests related to the decision.
3. Clearly identify the available choices or alternative courses of action.

4. Collect all relevant data and information relevant to the decision.
5. Clearly define anticipated advantages, disadvantages (i.e. risks, benefits) and other possible consequences of each decision.
6. Make the decision.
7. Develop a plan or course of action to implement the decision.
8. Evaluate the effects of the decision.
9. Be prepared to adjust or accommodate new decisions or modifications of old ones.

After the individual assesses his or her values and needs, establishes what is desired, analyzes information and uses what is known, there remains the final step of selecting a single course of action. The method of deciding together with the rules or principles one uses comprise what is referred to as decision strategy. Since almost all decisions involve uncertainty, most strategies are concerned with the element of risk. The four most common strategies identified by Gelatt, et. al. (1973) are:

1. Ignore risk; choose the option that could lead to the most desirable outcome regardless of risk.
2. Avoid risking the worst; choose the option that will most likely eliminate the worst possible outcome.
3. Take the best odds; choose the option that is most likely to bring success (has highest probability).
4. Get the best combination of low-risk and desirable outcome; choose the option that has both high probability and high desirability.

One of the important ingredients for success in the world of work is the ability to make intelligent and informed career decisions. In 1971 The National Assessment of Educational Progress published a definitive list of objectives for career and occupational adjustment. The first objective listed is: To prepare individuals for making career decisions. This first goal addresses itself to the knowledge and activities necessary for making informed career decisions.

Career planning and occupational adjustment typically involve weighing current job status and demands against personal goals, capabilities and interests. Additionally, there is a need for continuous assessment of opportunities for growth and improvement within the context of present employment or through retraining and/or change of occupation. Skills all require knowledge of and competency in the fundamentals of decision-making. The broad area of decision-making focuses on the development of competencies needed in making decisions, provides opportunities to participate in actually making decisions and subsequently evaluate the decision and finally heightens student awareness that the decision-making process is an important determinant of career choice.

GOAL

The goal of this unit is to assist students in learning specific skills necessary in the process of decision-making and to provide exercises that provide an opportunity to apply the skills to a variety of situations in which actual decisions are typically made. It is felt that such skills will increase the probability that the student will experience greater satisfaction in the decisions he or she makes.

While learning the decision-making skills identified in this unit cannot totally eliminate the possibility of unfavorable outcomes, it can help minimize the possibility of such outcomes occurring. If one makes a "good" decision, it does not necessarily guarantee a favorable outcome since the person has direct control only over the decision and not its consequences. However, there is ample evidence to suggest that learning how to make good decisions will significantly increase the probability of achieving favorable outcomes. For example, when an individual has the ability to clarify values, objectively define goals, search for appropriate information, and to assign probabilities, he or she is able to systematically choose alternatives that are best according to his or her preferences. In other words, the effectiveness of a decision should be based on <u>how it is made</u> -- not how it turns out.

OBJECTIVES

Upon completion of the unit students should:

1. Discover that as the amount of information available increases, our abilities to make effective decisions improves.
2. Acknowledge that making decisions often involves risks and can result in unanticipated consequences.
3. Recognize the effect their decisions have on others.
4. Accept willingly the responsibility for the effects of their decisions.
5. Proceed rationally through a sequence of steps leading to effective decision-making.
6. Become aware that decisions involve choices based upon individual interests and values.

7. Realize that decisions often require a strong commitment.

Illustrations of typical classroom activities related to decision-making skills:

LEARNING ACTIVITIES

Stating Clear Personal Objectives

One of the important skills in decision-making is the ability to state your objectives clearly and concisely. A clearly stated objective usually:

1. Describes in objective terms the outcome or goal to be achieved by the decision.
2. Indicates the expected date or time of accomplishment or completion of the desired goal.
3. Provides criteria by which the effectiveness of the decision can be assessed.

Indicate whether the following objectives are clearly or unclearly stated as they relate to the decision of whether or not to attend graduate school after college. (Mark "+" for clear and "-" for unclear.)

_____ I must achieve 21 additional credits next year for certification in special education.

_____ I would like to have a better life than my parents.

_____ I would like to help handicapped children.

_____ I need $450 by September in order to continue in school.

_____ I want to get married by the time I am twenty-four.

____ I'd like to correct some of the educational inequities in schools.

Collecting and Using Information

Decisions are based on the amount and quality of information that a person possesses. Often poor or even incorrect decisions are made by

the unskilled decision-maker simply because of the lack of or misuse of information related to the decision. Gelatt, et. al. (1973) identify four categories of inadequate or poor decisions:

Type 1: Not choosing an action because the person does not know it is a possibility.

Type 2: Choosing an action even though the person does not know the possible outcomes or consequences.

Type 3: Underestimating or overestimating the importance of certain information.

Type 4: Collecting or seeking information that cannot be used or is not necessary (irrelevant data).

Identify the type of error made in the following cases of individuals gathering information leading to a decision.

1. A man hires a landscaping firm to plant shrubs on a strip of his property which abuts the pavement sidewalk and roadway maintained by the city. He is unaware that the municipal maintenance department provides free trees and shrubs for just such areas.
2. A college student fails to attend a final examination in a course because she heard a rumor that it was cancelled due to inclement weather.
3. A pregnant high school girl chooses to use drugs without considering the possible consequences to her unborn child.
4. A college senior takes a career interest test to determine if he has the intellectual abilities to succeed in medical school.

Making Career Decisions

A career is comprised of those major activities (related or not related to one's work) which are of prime importance to one's total life. Any decision critical enough to influence one's lifestyle may be a career decision. Career planning is a continuous developmental process which involves a number of important decisions about one's education, occupational choice, marriage and family, and other life goals. In choosing an occupation an individual must first identify the specific values he or she considers important, evaluate the strengths and weaknesses he or she possesses as these relate to the specific occupation, and finally determine the extent to which the values and competencies are compatible with the occupation.

Following is a list of ten common work values. Identify three choices of occupations you might consider pursuing and rate each one on the basis of the ten values. Finally, TOTAL the score for each occupation.

	very little				very much
1. Interest - You would like doing the work...	1	2	3	4	5
2. Independence - You could perform autonomously...	1	2	3	4	5
3. Self-Expression - You can express who you really are...	1	2	3	4	5
4. Service - You can benefit other people...	1	2	3	4	5
5. Leadership - You can exert leadership skills...	1	2	3	4	5

	very little				very much
6. Reward - You derive financial and other fringe benefits...	1	2	3	4	5
7. Achievement - You can advance and grow in...	1	2	3	4	5
8. Recognition - You can derive recognition and status...	1	2	3	4	5
9. Variety - You can engage in different non-repetitious work.	1	2	3	4	5
10. Security - You can feel comfortable and secure...	1	2	3	4	5

After you have rated each occupation on the basis of these ten values, you can begin to determine the strengths of your values as related to your work activities. Important questions to be asked include the following:

1. What are your skills and abilities?
2. What are your long-range and short-range goals?
3. What are some of your values in order of importance?
4. What are your family responsibilities?
5. What career alternatives are available to you?
6. What are the good and bad outcomes of each?
7. Have you sought all available information about each?
8. Are there others who are in a position to help you make the decision?
9. How permanent or tentative is the decision?
10. When must the decision be made?

Finally, other decision-making skills for which classroom strategies and activities may be planned include:

----- Values elaboration, clarification and prioritizing exercises

----- Information-gathering activities

----- Objective evaluation of information

----- Risk-taking strategies

----- Assessing effectiveness of decisions

----- Reversing or modifying decisions

----- Analysis of case studies involving important decisions

EVALUATION

The primary student evaluation procedure would be based on performance in actual problem-centered activities involving real decisions to be made (e.g. open-ended case studies involving decision-making activities where students are required to define and justify the decision that they select). Ancillary evaluation procedures might include a content quiz over the basic concepts and terminology used in decision-making theory and practice. Additionally, students should be permitted to submit written statements reflecting a self-evaluation of their commitment, participation and performance in the course activities.

TIME CONSTRAINTS

This instructional unit is flexible enough that it may be offered either as an autonomous modular course of 4 to 6 weeks (depending on the length of individual class meetings), or it may be incorporated into already existing courses and made relevant to the subject matter herein. The unit would seem to be especially appropriate for students enrolled in programs in the helping professions where this skill is invaluable in facilitating human interaction processes.

RESOURCES

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MORALITY AND ETHICAL BEHAVIOR: AN INSTRUCTIONAL MODULE FOR POST-SECONDARY CAREER PREPARATION PROGRAMS

Frank T. Vitro

INTRODUCTION

People are not born with an innate capacity to behave as morally responsible citizens; they acquire this characteristics through learning experiences. One major issue related to morality and ethics in humans is that of who has the primary responsibility for "moral education" and "morality training." Specialists on the subjects disagree as to whether the family should be the main agent of moral education or whether the contemporary family is declining as purveyor of moral and ethical standards, thus abdicating the role to our educational institutions. It is the belief of this writer that standards of morality and ethics are primarily reflected by the ways in which humans interact, and therefore should be of concern to all of us.

Most individuals in human relations occupations, such as educators, counselors, and social workers, are generally congizant of the imporatnce of morality in their everyday functions and responsibilities. However, persons in most other occupations - politicians, businessmen, manufacturers, etc. are likely to regard moral and ethical issues primarily as the concern of those who deal in such human relations situations. The fact of the matter is, morality is the responsibility of all professions and occupations and as such should be an integral component of any career preparation program or vocational training experience.

The issue of moral and ethical conduct in the world of work has remained a relatively unexplored aspect of career development. It is generally assumed that the primary objective of career education is to promote knowledge and skill in the individual to the extent that he or she may pursue work that is satisfying to her/himself as well as benefical to society. Unfortunately, the goal of making a contribution to society is often relegated to a position of secondary importance in the real world of work. This observation is borne out by incidents of personal expediency, fraudulent practices, over-emphasis on the profit motive and other questionable values that have been brought to public attention with increasing frequency in recent years. Many illustrations can be found among reports of documented violations of ethics codes, and a generally increased propensity to dishonest practices in many quarters of business and industry. The Watergate investigations and the consumer advocacy campaigns of Ralph Nader represent a trend toward increased public scrutiny and intervention in the matters of deception within politics, business and a host of other public service institutions. Sensitivity to consumer needs, rights and options by business and professonal personnel is needed in order to preserve high ethical standards in the delivery of services or products to the public.

Most graduates of higher educational programs -- whether they have been trained in liberal arts, education, natural sciences, engineering or business administration -- eventually secure positions in some profession or segment of industry where they inevitably confront human relations problems that involve ethical or moral

decisions. While the neophytes entering the world of work may be adequately prepared in the knowledge and skills related to their chosen career, they are all too often lacking in the values and ethical principles required to maintain their personal integrity and to carry out humanitarian responsibilities. Such naivete or amorality sometimes results in the young worker making occupational decisions based on expedient self-interest rather than rational altruism.

A Perspective of Occupational Behavior

Conduct in the world of work can be conveniently categorized into four relatively delineable zones or segments along a continuum of behavior as follows:

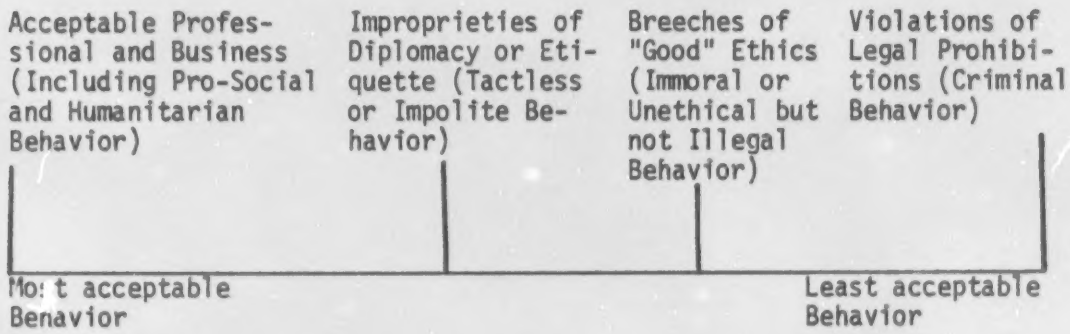
Acceptable Professional and Business (Including Pro-Social and Humanitarian Behavior)
Improprieties of Diplomacy or Etiquette (Tactless or Impolite Behavior)
Breeches of "Good" Ethics (Immoral or Unethical but not Illegal Behavior)
Violations of Legal Prohibitions (Criminal Behavior)
Most acceptable Behavior
Least acceptable Behavior

Figure 1 Four Zones of Behavior in the World of Work

In the first category are found those occupational behaviors which are socially acceptable in that they violate no ethical or legal codes in the process of successfully delivering goods or services to the consumer.

The second category or zone on the continuum would denote conduct governed by etiquette or diplomacy. Here one could include such improprieties as rudeness or indignance displayed by a waitress

in a diner; a physician with a poor "bed-side manner"; a flippant car dealer with an impolite, hard-sell attitude; or a school teacher who in a moment of indiscretion calls one of his or her pupils "stupid." None of these examples would result in fines or jail sentences for the offender, but nevertheless each reflects a lack of diplomacy, tact or etiquette and as such would not be in the best interest of good human relations.

The third type of conduct involves actions which, while not crimes, are considered by the majority of people to reflect questionable if not abberant moral or ethical standards. Here problems arise from the commissions or omissions of behavior that result in a breech of moral obligation usually related to our humanitarian responsibilities to other persons. For example: Hidden and obscure contract clauses that, while meeting legal specifications, tend to confuse or mislead the consumer; a physician referring a patient to one of his or her colleagues for additional but necessary consultation in return for future referrals; a dentist repairing a damaged tooth using methods and materials that are far more expensive to the patient than other available procedures which might be equally effective; a high school teacher who denigrates the reputation of one of his pupils by spreading gossip about the student to his or her colleagues in the teachers' coffee room.

And finally, the last category of business and professional behavior would include actual violations of local, state, or federal laws and as such would constitute felonious behavior. Such violations or prohibitions usually involve conduct which infringes upon

the rights or property of others. Illustrations would include: Fraudulent representation of credentials or qualifications by a helping professional; the sale of a product through false claims about the produce or service or the illegal employment of minors or ineligible aliens.

Rationale

In an effort to educate the post-secondary student more directly in the area of conduct standards in the world of work, the present module attempts to promote growth in moral judgment and reasoning by using an approach which is based on group discussio of situations concerning moral conflict. The student's level of moral reasoning having been ascertained, she/he would be exposed through case studies, role playing, modeling, filmstrips, etc., to concepts one stage above his or her present level of functioning. In each instance the leader would be a person who preferably functions at a higher level of moral judgment than the participating members. During discussion periods, individuals in the group would be encouraged to arrive at decisions or judgments at a level immediately in advance of their present level.

Basically, the method is derived from research (Kohlberg, 1971) which suggests is is possible to assist individuals in advancing their moral judgment to a higher level than that which they are presently functioning. Conflict situations would be contrived from a student's immediate or future environment preferably reflecting actual or at least potentially real problems. Techniques should be used which provide experience in weighing values against

each other and through this analysis critical judgment would be promoted. Verbal and pictorial situations devised by Bull (1969) could be adapted for training use. Discussions could be extended through filmstrips, role-playing (exposition of problems of personal relationships), personal involvement in practical government service as well as through contrived experiences designed to promote moral awareness and understanding.

The module would have universal applications for all fields based on the aforementioned continuum of human conduct as well as other universally applicable principles of occupational behavior. The instructional unit would also be unique for each specific area of professional of vocational preparation, in that the unique product or service provided by that particular profession or occupation would generate its own specific parameters and details to be considered in any analysis of the human behavior within that field. For example, case studies to be used in values clarification exercises for education majors would differ appreciably from those used for pre-law students. The ethical or moral problems related to the medical profession would differ in many specific dimensions from the ethical or moral problems of the business or trade occupations.

GOALS

1. Heightened student awareness of the impact of social and occupational behavior on other people.
2. Increased student sensitivity to the contributions and abuses of specific occupations to the goals of individuals, groups and society.

3. Strengthened student convictions and values about the necessity of high personal ethical standards in meeting societal needs by products delivered, services rendered and responsibilities carried out in the world of work.
4. Development of students' respect for honest work with the realization that the quality and productivity of one's work may influence the overall status of their particular occupation or profession as well as that of society in general.

OBJECTIVES

Students will:

1. Identify, discuss and evaluate their own personal abilities, deficiencies, limitations, interests, goals and values with competent others who can provide accurate and reliable feedback about them.
2. Demonstrate generally effective communication skills (expressive as well as receptive).
3. Express constructive attitudes about themselves through objective self-evaluation exercises.
4. Demonstration awareness of own current interests, values and abilities that may affect career decisions.
5. Recognize responsibilities for own behaviors; understand and accept consequences of actions to self and to others.
6. Demonstrate knowledge and understanding of the major responsibilities to the general public of a wide variety of occupations.

7. Recognize and respect consumer protection policies and practices.
8. Seek information about careers and occupations congruous with their personal values systems such as service to others and contributing to the solutions of community, political and ecological problems.
9. Identify and discuss the uses and abuses of power and authority; express and defend minority viewpoints constructively and/or to change undesirable attitudes.
10. Recognize and appreciate efforts and accomplishments of others that merit acknowledgement; respect and encourage others who attempt to achieve to the best of their ability.
11. Identify methods of maintaining ethical standards of conduct in occupations, professions and businesses; recognize and understand differences in ethical responsibilities within various occupational families; compare personal career choice to desired ethical standards and identify discrepancies giving reasons for possible incongruities.
12. Anticipate and respond to the needs and expectations of clients and consumers, and adapt behavior accordingly; attempt to understand viewpoints of others; demonstrate ability to resolve differences and compromise in order to reach agreements and solutions.

13. Criticize diplomatically and objectively the work of others; offer constructive remedial suggestions; counsel fellow workers to promote improvement and development.
14. Elicit improved efforts from others by good example, encouragement and enthusiasm.
15. Identify types of occupations most likely to satisfy their personal interests and values, while allowing them to serve others; specify those job characteristics important to them.
16. Perform assigned tasks to the best of one's abilities without wasting time and effort; accept responsibility for one's own behavior and accept consequences of actions.
17. Avoid infringements on rights of others; avoid damaging property or feelings of others; follow through on comitments to others; exercise caution for own and other's safety.
18. Attend to and observe rules and regulations and carry out established policies and procedures; tactfully question and attempt to change those that seem unfair by consensus of opinion.
19. Acknowledge and admit mistakes or work of inferior quality; understand that poor work or inferior product may cause the loss of customers or clients; check accuracy; completedness and quality of work.
20. Make some decisions and value judgments about the ethical responsibility of occupational behavior as presented in actual case studies and moral dilemmas.

LEARNING ACTIVITIES

1. Seminar discussion of case studies and documented examples of deceptive practices and dishonesty (e.g. video-taped vignettes, legal briefs, etc.).
   a. Fraudulent retailing practices ("rip-offs")
   b. Improper solicitation of services or goods
   c. Truth in advertising violations
   d. Illegitimacy of credentials and licensure of professionals
   e. Client and consumer protection practices (e.g. malpractice by a physician to his patient; legal resources of the patient)
   f. The litigation process - (Sueing and defending against law suits)
   g. By the use of moral dilemmas coverage could be given such topics as conscience, laws, and personal obligations (e.g. Man's obligation to fellow may by natural law and other philosophical issues. Laws which project consumers such as confidentiality laws)
2. Exercises and classroom group discussions dealing with the elements of effective human relations skills.
   a. Empathy training exercises
   b. Communication skills training (listening, interpreting and expressing)
   c. Conflict - resolution training (including role-playing strategies related to interpersonal relationships in the world of work)

d. Using values clarification exercises and self-disclosure, the module would focus on self-awareness skills (dealing with one's self-image, accepting limitations, valuing certain traits especially as these relate to morality and high ethical standards)

3. Classroom activities designed to improve decision-making skills of students (specifically as these skills apply to career selection, choice of employer, work decisions that involve moral dilemmas, etc.)

4. Discussion and/or written term projects on ways to restore the so-called "work-ethic" on which the country was founded and suggestions to improve the motivation of workers to follow ethical codes governing moral behavior in the world of work. Related topics would include responsibility commitment and pride in workmanship, etc.

EVALUATION OF LEARNER

1. Cognitive assessment over content and didactic information covered - (paper/pencil tests)
2. Skill assessment by observation in group problem solving sessions.
3. Affective evaluation - (attitude change instruments, etc.)
4. Student self evaluation
5. Term project or paper

TIME CONSTRAINTS

The recommended time frame for this unit would be 6 to 8½ hour sessions. However, the unit is amenable to any course time allocation from a few class periods to an entire semester course.

RESOURCES

1. Books:

American Psychological Association Ethics Manual

Aronfreed, J. Conduct and conscience. New York: Academic Press, 1968.

Bull, N.J. Moral judgment. Beverly Hills, CA.: Sage Publications, 1969.

Casteel, J. D. & Stahl, F. J. Value clarification in the classroom. Goodyear Press, 1975.

DePalma, D. & Foley, J. Moral development: Theory and research. Hillsdale, N.J.: L.E.A. Publishers, 1975.

Durkheim, E. Moral education. New York: Free Press, 1961.

Kohlberg, L. & Turiel, E. Moral development and moral education. In G. Lesser (Ed.), Psychology and Educational Practice. Chicago, IL.: Scott-Foresman, 1971.

Neff, M. & Domer, M. Exploring your values. Chicago, IL.: SRA, 1973.

Waddington, C. H. The ethical animal. Chicago, IL.: University of Chicago Press, 1967.

Wright, D. The psychology of moral behavior. Baltimore, MD.: Penguin Books, 1973.

2. Articles:

Hogan, R. & Dickstein, E. A measure of moral values. Journal of Consulting Psychology, 1972, 39, 210-214.

Rest, J.; Cooper, D.; Coder, R.; Masang, J., & Anderson, D. Judging the important issues in moral dilemmas - An objective measure. Developmental Psychology, 1974, 10, 491-501.

3. Instructional Resources:

Film - "Child Who Cheats" - Holt, Rinehart and Winston

Film - "Moral Development" - C.M.R. Corporation

Film on Milgram Studies of Blind Obedience

Invited community resource persons

ASSESSING EMPLOYMENT OPPORTUNITIES

Lenore H. Worcester

INTRODUCTION

One of the prime motivating factors for students to attend institutes of higher education is the belief that higher levels of educational attainment will translate into more job options at higher levels of pay and responsibility. Historically, colleges of education have attracted large numbers of students from lower and middle class families and have served as the quickest and surest route to success and upward mobility for this group.

For a number of years educational institutions have been in a growth phase. It has been relatively easy for colleges of education graduates to find jobs either in their home towns or the surrounding area. The few who chose to "travel on" had little trouble in finding job openings in their major areas of study.

The baby boom is now over. Increased demands for tenure, unionism, promotion from within and the like have signficantly reduced the job opportunities for current graduates.

GOAL

This unit is designed to help terminating students, either undergraduate or graduate, assess the employment opportunities open to them. In addition, students will be helped to make some preliminary decisions concerning strategies to employ when making intitial contact with potential employers.

OBJECTIVES

Students will be helped:

1. To survey the potential for employment in various geographical locations.
2. To assess their non job-related interests and preferences.
3. To decide on three potential locations for seeking employment.
4. To plan initial contact strategies with potential employers.

LEARNING ACTIVITIES

1. The instructor will present a lecture on employment opportunities concentrating on both the United States Department of Labor employment trend data and state/local employment trend studies (time - two hours).
   1.2 The students will visit their college placement center and open their own placement file.
   1.3 Students with the help of the instructor will search in professional publications, local and regional newspapers for notices of job openings (time - two hours).
2. An informal class discussion will be held centering on non job-related interests such as, personal life-style preferences, recreation, friends, entertainment, hobbies, and so on (time will be about one hour).
3. As an in-class assignment each student will:
   a. list communities with job openings.
   b. prioritize communities in terms of his or her non-job related interests.

c. prioritize communities in terms of job aspirations

d. make a written decision on which jobs/communities are most compatible with his or her desires (time will be about one hour).

4. The instructor will discuss contact strategies with three to five students at a time. The focus will include updating of the placement file, securing letters of professional and or personal contacts, and submitting an application with supporting data to the most promising locations (time will be about one hour).

EVALUATION

Each student will be expected to maintain a log of activities initiated in conjunction with the learning activities. The log should include:

a) A list of job openings for which they qualify;

b) a list of personal lifestyle preferences;

c) a folder of supplemental information on communities and schools where the jobs are located;

d) a list of three jobs for which they could apply; and

e) a receipt from the placement center that their file is complete.

In addition, it is desirable but not mandatory that each student visit at least one community that was identified as a likely source of employment and apply for at least one position.

TIME CONSTRAINTS

This unit is designed to be interspersed over the last four to six months of the student's matriculation at the University. It is

anticipated that the equivalent of six (6) classroom hours would be devoted to group lectures and discussions on various phases of the activity. The remainder of the activity would be done independently and in cooperation with the instructors and college placement center.

RESOURCES

--Current U.S. Department of Labor reports on job trends

--Current state and local reports on job trends

--College placement center services and data

--Appropriate professional journals:

Exceptional Children, Journal of Elementary Education and The Reading Teacher

--Appropriate chamber of commerce data on communities

--Appropriate school system and job information

CAREER EDUCATION: A VEHICLE FOR BRINGING SPECIAL EDUCATION AND REGULAR EDUCATION TOGETHER

Lenore H. Worcester

INTRODUCTION

President Ford signed into law PL 94-142 - An Act for the Education of All Handicapped Children. This law has a direct impact on each regular classroom teacher. The law states that each exceptional child has the right to a free and appropriate education in the "least restrictive environment". For many exceptional children, the least restrictive environment now means the regular classroom of their school and not the isolated special education class or school that they might have previously been attending.

The intent of PL 94/142 and its legal-educational term "least restrictive environment" is mainstreaming. "Special education under mainstreaming becomes a set of services facilitating the tailoring and monitoring of educational programs to meet individual needs, rather than a device for sorting children according to the degree that they fit existing programs." (Telford and Sawrey, 1977, p. 115)

All of us in our educational experience were influenced by the strengths and weaknesses in our schools. Many of us had different goals and objectives as to what life had in store for us; or, put in other words what we were going to do after high school. Unfortunately, most of us were only aware of a limited number of career possibilities. Careers in the public school were basically dichotomized: college track or business/vocational track. Too often career decisions were an outgrowth of a limited conference held

between the high school counselor and the second-semester junior.

A similiar parallel occurred with the exceptional child. His/her knowledge of possible career options was as wide or as narrow as the knowledge of his/her special education teacher. In many instances, the special education teacher dismissed various work options due to misconceptions of the actual skills required and a limited knowledge base regarding career options.

This unit is designed to bring special education teachers and students together with the regular classroom teachers and students using career education as a realistic vehicle. This series of activities is designed as three workshop sessions spanning two to four weeks. However, with appropriate structural changes it could be utilized in both undergraduate regular education courses and special education courses of study. It involves university special education majors, classroom teachers from a minimum of one site school, a special education instructor and at least one person knowledgeable in the area of career education. In addition, it is assumed that the special education students have a working knowledge of their specialty area and some exposure to career education implementation techniques.

A draft of workshop sessions is presented below. This would need to be revised in light of the particular arrangements developed. It is felt, however, that the overall time slots suggested are the minimum required to achieve the objectives of this unit.

Workshop Schedule

1st Day Workshop

15-minute-Introduction

1:15 minutes-Guest Speaker - Special Education

1:30 minutes-Small Group Sessions on Special Education Issues

1:30 minutes-Lunch

1:15 minutes-Guest Speaker - Career Education

1:30 minutes-Small Group Sessions on Career Education Issues

15 minutes-Closing and Evaluation

2nd Day One-Half Day Workshop

15-minute-Introduction

2:45 minutes-Small Group Working Sessions

20-minute-Closing and Evaluation

3rd Day Two-Hour Session

15-minute-Introduction

20-minute-Small Group Sessions

1:00 minute-Large Group Reporting Session

25-minute-Distribution of Materials, Closing and Evaluation

GOAL

To involve special education majors in a cooperative effort with regular classroom teachers demonstrating to those teachers that they can effectively mainstream exceptional children by utilizing career education concepts.

Objective 1

To have classroom teachers acquire an understanding of the intent of P.L. 94-142.

Objective 2

To have practicing classroom teachers acquire an understanding of the practical application of the intent of P.L. 94-142.

Objective 3

To have practicing classroom teachers become familiar with the career education concept.

Objective 4

To have practicing classroom teachers acquire an understanding of the practical application of the career education concept.

Objective 5

To have university special education majors and practicing classroom teachers acquire skills in utilizing career education activities as a mainstreaming vehicle.

LEARNING ACTIVITIES

1.1 Prior to the initial workshop session each participant would be provided with the following set of special education materials to read:

Ballard, J. & Jettel, J. Public Law 94-142 and Section 504: What They Say About Rights and Protections.

Ballard, J. & Jettel, J. The Managerial Aspects of Public Law 94-142.

Hallahan, D. & Kauffman, J. Exceptional Children: Introduction Chapter pp. 1-53.

From Reynolds (1978) Future of Education of Exceptional Students:

Sarason, S. Mainstreaming Dilemmas, Opposition, Opportunities.

Jones, R. Special Education and the Future: Some Questions to be Answered and Answers to be Questioned.

Chickering, A. & Chickering J. Life-long Learning by Handicapped Persons.

1.2 Invite a guest speaker knowledgeable about P.L. 94-142, the state law on exceptional children, and recent court decisions relating to the education of exceptional children to highlight the issues addressed in 1.1.

1.3 Workshop participants would be grouped by grade-level or interest area. University special education majors would serve as resource persons and group facilitators in a sharing of ideas relative to appropriate methods and materials to utilize in mainstreaming the exceptional child.

2.2 The guest speaker would move from group to group minitoring the discussions and providing input.

3.1 Prior to the initial workshop session each participant would be provided with the following set of career education materials to read:

Terkel, S. Working. (selected chapters)

Occupational Outlook Handbook. U.S. Department of Commerce.

Hoyt, K. "Straight Answers on Career Education."

3.2 Invite a guest speaker knowledgeable about infusing the career education concept into the school curriculum to highlight this area.

4.1 Workshop participants would be grouped in the same manner as during the morning session. University special education majors and teachers experienced in implementing the career education concept would serve as resource persons and group facilitators in a sharing of ideas relative to infusing the career education concept into the school curriculum.

4.2 The career education guest speaker would move from group to group monitoring the discussions and providing input.

End of First Day

5.1 Each working group would meet and develop with the aid of the university special education majors a lesson plan for each teacher in the group. The lesson plan would be designed to utilize career education activities as an aid to mainstreaming exceptional children.

5.2 Each classroom teacher would teach the lesson he or she had helped develop. University special education majors would assist or observe.

5.3 Each workshop participant would attend a debriefing and rap-up session. At this time they would receive a packet of the lesson plans developed and taught by the group.

EVALUATION

1. At the conclusion of the first day's workshop each participant would be asked to complete an evaluation of the days activities, session by session. A Likert type scale response would be used plus written comments.

2. The half-day workshop devoted to the development of lesson plans would be evaluated similar to No. 1.
3. Each participant would be asked to complete an overall evaluation instrument at the conclusion of the last two-hour session. This instrument would address each major activity of the workshop sessions as well as the lesson implementation phase.
4. Each lesson plan would be reviewed and evaluated on the following criteria:
   a. Depth of understanding of the issue of mainstreaming.
   b. Appropriateness of activities for age.
   c. Appropriateness of the career education activities.
5. Teachers' written comments concerning the lesson taught would be examined. Each set of comments would be subjectively judged on the following scale and summary results compiled.

Very Positive Positive Negative Very Negative

TIME CONSTRAINTS

This in-service series of workshops and activities requires the following time allocation.

1. 2-4 hours preliminary planning by instructors and site school.
2. One (1) full day workshop
3. A one-half day workshop
4. At least a two-hour wrap-up session.

Students would need to devote preplanning and on-site involvement time in addition to attending the workshop sessions.

RESOURCES

Ballard, J. & Zettel, J. P.L. 94-142 and Section 504: What they say about rights and protections. Exceptional Children, 1977, 44, 177-184.

Ballard, J. & Zettel, J. Fiscal arrangement of public law 94-142. Exceptional Children, 1978, 44, 333-337.

Ballard, J. & Zettel, J. The managerial aspects of public law 94-142. Exceptional Children, 1978, 44, 457-462.

Hallahan, D. & Kauffman, J. Exceptional Children. Englewood Cliffs, N.J.: Prentice-Hall, 1978.

Hoyt, K. Straight answers on career education. United States Office of Education Report, Washington, D.C.

Occupational outlook handbook. Washington, D.C., U.S. Department of Commerce, Bureau of Labor Statistics, 1976-77.

Reynolds, M. (Ed.). Futures of education for exceptional students. Minneapolis, MN.: National Support Systems Project, 1978.

Terkel, S. Working. New York: Avon Books, 1974.

Film: A Free Appropriate Public Education For All Handicapped Children. Washington, D.C.: The Bureau of Education for the Handicapped, United States Office of Education, 1976.

CAREER EDUCATION AND MAINSTREAMING THE EXCEPTIONAL CHILD

Lenore H. Worcester

INTRODUCTION

One of the most troublesome areas facing educators today is that of finding the time to address the many special interest issues that are increasingly being identified for schools to deal with. Ironically, this is occurring in an era of "back to basics."

Two areas that are receiving much attention of late are special education and career education. The former is being thrust upon schools through legal means, the latter through a general concern for students to acquire employable skills before leaving school.

It is becoming increasingly clear that schools cannot continue to create special programs for special needs. Rather, ways need to be devised to integrate the many concerns of the public into a holistic educational program. Thus, we see leading proponents of both special education and career education urging us to "infuse," "mainstream," and "integrate" the programs, to the extent possible within the context of the ongoing educational activities of the schools.

This unit is designed to give preservice teachers an understanding of the concepts of career education and special education and to help them learn how to use career education activities in order to mainstream special education students. It might also be included as part of a special seminar given in conjunction with these experiences.

It would be helpful if students had prior coursework in special education and/or career education but this is not a necessity.

GOAL

The goal of this unit is to provide student teachers with the knowledge, understandings and skills necessary to successfully utilize career education activities to facilitate the mainstreaming of exceptional children.

OBJECTIVES

1. Students will acquire an understanding of the concept of mainstreaming exceptional children. Time: approximately 6 hours over a two-week period.
2. Students will acquire an understanding of the concept of integrating career education into existing educational programs. Time: approximately 6 hours over a two-week period.
3. Students will demonstrate how career education activities can be utilized as a vehicle for the mainstreaming of exceptional children. Time: approximately 6 hours over a two-week period.

LEARNING ACTIVITIES

1.1 Students will view the film A Free Appropriate Public Education for all Handicapped Children which highlights the federal legislation dealing with the exceptional child.

1.2 Students will review and discuss the Maine statutes relating to the exceptional child and also the Maine State Department of Educational and Cultural Services regulations that are derived from these statutes.

1.3 Students will review the literature on mainstreaming programs with special emphasis to be placed on problem areas encountered.

1.4 Students will visit mainstreaming classes and talk with the regular and special teachers who are involved in these programs.

2.1 Students will review the literature on career education and discuss the significant issues raised in the field.

2.2 Students will become familiar with the National Assessment of Educational Progress goals and objectives for career education as well as the Maine Plan for Career Education grades K-12.

2.3 Students will visit career education programs in the area to acquire first-hand knowledge.

2.4 Students will compile a list of possible career education activities, by grade level, that might be utilized in area schools.

3.1 Each student will develop a lesson plan that incorporates the involvement of regular and exceptional children in a career education learning experience.

3.2 Students will meet and discuss the successes and failures of the career education/mainstreaming lesson taught. Special emphasis will be placed on the extent to which the lessons were successful in integrating students of varying social, emotional and intellectual abilities.

3.3 The sequence of activities in 3.1 through 3.3 will be repeated.

EVALUATION

1. Each student will be expected to complete at least two abstracts of articles reviewed and found to be pertinent in the area of career education and in the area of mainstreaming the exceptional child.
2. Each student will be expected to visit at least one career education program and at least one exceptional child mainstreaming program and submit a written report of each observation.
3. Each student will develop at least two lesson plans designed to utilize career education activities to facilitate the mainstreaming of exceptional children. The second is not to be completed until the first lesson has been taught.
4. Each student is expected to teach the lessons planned.
5. Each student will submit a written report of his/her observations of each lesson taught.
6. The regular teacher at the site school where the lessons were taught will be asked to submit a report of his/her observations relative to the strengths and weaknesses of the lessons.

TIME CONSTRAINTS

This unit is appropriate for those students engaging in student teaching and would require a period of time spanning over at least six weeks in order for events to happen logically. This activity could easily be extended to encompass a much longer span of time, depending upon the level of skills expected of students.

RESOURCES

Film: A Free Appropriate Public Education for All Handicapped Children, Washington, D.C.: The Bureau of Education for the Hand capped. United States Office of Education, 1976.

Maine plan for career education grades K-12. Maine Department of Educational and Cultural Services, Augusta, Maine, 1977.

National assessment of educational progress for career and occupational development. Denver, CO.: National Assessment of Educational Progress, 1971.

University of Maine at Orono Library.

Appropriate exceptional child and career education site schools.

DECISION-MAKING - VALUES AND CAREER EDUCATION

Lenore H. Worcester

INTRODUCTION

Nationally there has been an upsurge of interest and subsequently new programs initiated for gifted and talented children. It is conservatively estimated that 3 to 5 percent of our school age population is gifted and talented and that 54 percent of these students are underachieving.

Historically, an individual intelligence test such as the Wechsler Intelligence Scale for Children - Revised (WISC-R) was the primary tool used to identify a gifted individual. The WISC-R is individually administered by a specially trained examiner taking approximately 60 to 90 minutes for one evaluation. Typical cutoff scores for inclusion into gifted programs was 130+ I.Q. This would mean that a school concentrated on two or three percent of its academically bright and achieving students to be its gifted population.

More recently, the concept of giftedness as well as the term has been enlarged. Now, rather than giftedness being synonymous with solely academic productivity it is being associated with the term gifted and talented. This classification of talent (Rice, 1970) includes seven categories: academic, creative, psychosocial, performing, kinesthetic, manipulative and mechanical-technical. As can be readily seen, a standard intelligence assessment tool can no longer serve as the primary criterion for identification purposes. Schools utilizing the total talent development concept could include 10 to 20 percent of their population to form their total talent pool.

Multiple measures are normally utilized in this identification process. Some of the measures used are group I.Q. tests, achievement tests, self, parent, peer and teacher nominations, creativity scales, auditions, case studies and recommendations.

Inherent in the gifted and talented identification process is necessarily the decision-making process itself. There are three basic stages of decision making: 1) identifying decision occasions and alternatives; 2) examining and evaluating decision alternatives and 3) deciding and reflecting on the decision (Woodley and Driscoll, 1977).

This unit give students the opportunity to look at themselves and their approach to decision-making by actually making a decision. It then allows the learner the opportunity to reflect on this decision by relating its consequences to a career education program. This unit is aimed at the secondary-level teacher in either a pre-service or in-service capacity. However, it could easily be used at any grade level by teachers who are typically involved in making decisions concerning new programs for their students.

GOAL

Decisions are made by us and for us each day. Many factors are involved in each decision. The goal of this unit is twofold. First, the learner will experience the decision-making process by making a gifted and talented program decision for an actual student. Second, the learner will then decide what the career education implications for this student will be.

OBJECTIVES

1. The learner will have an opportunity to explore his or her own value system as it relates to educating the gifted and talented.
2. The learner will clarify his or her own opinions and the basis of those opinions as they relate to gifted and talented education.
3. The learner will decide whether a student qualifies for gifted and talented alternative programming.
4. The learner will further decide what the implications of this decision (objective 3) will be for career education planning.

LEARNING ACTIVITIES

1. The instructor will present an overview of gifted and talented education. It is suggested that the following articles be used as a resource for the instructor:
   Getzels, J. & Jackson, P. The meaning of "Giftedness" - an examination of an expanding concept, pp. 40-45;
   Terman, L. The discovery and encouragement of exceptional talent, pp. 8-23;
   Ward, V. Basic concepts, pp. 45-51.
   1.1 During class time the learners will have a standardized test as one objective measure of their own value system. The Guilford-Zimmerman Temperament Survey is suggested since it concerns itself with affirmative statements rather than questions (Time: 1 hour).

1.2 The instructor will relate general trends and/or profiles from the value system measure used as it relates to the education of the gifted and talented. Such topics as the need for competition, outer-directedness, teacher-centered learning should be addressed (Time: 2 hours).

2. The instructor using an informal approach will discuss common myths of the gifted and talented. Example: all gifted students are thin boys who wear glasses (Time: 1 hour).

3. The instructor will give to each member of the class a complete record of a high school student. Based on the knowledge gained in Learning Activity (1) each learner will decide whether that student would qualify for a gifted and talented program (Time: 1 hour).

3.1 The instructor will then discuss the correct decision with the appropriate rationale (Time: 1 hour).

3.2 Each student will write one two-page typed position paper outlining the career education implications of the decision addressed in (3.1).

3.3 The instructor will summarize the strengths and weaknesses of several career education strategies as an outgrowth of 3.2.

EVALUATION

1. The learner will have a discussion with the instructor centered around the results of the Guilford-Zimmerman Temperament Survey. The student will then submit a

position paper based on his or her perceptions of the results of the Survey as they relate to teaching the gifted and talented.

2. The learner will submit to the group one previously held misconception and briefly discuss those misconceptions.
3. The learner's decision as to whether a student qualifies for gifted and talented alternative programming will be examined. The focus here is not just the "yes" or "no" decision but the "why."
4. The learner's decision as it relates to the implications of career education planning will be reviewed according to the following scale:

Inappropriate	Appropriate	Highly Appropriate
1	3	5

TIME CONSTRAINTS

A maximum of nine hours is required for this unit. This can be spread out over a three to four-week period or can be done as an intensive segment of a semester course or in-service module.

RESOURCES

Barbe, W. (Ed.) Psychology and education of the gifted: selected readings. New York: Appleton-Century-Crofts, 1965.

The following readings are from the above text:

Getzels, J. & Jackson, P. "The meaning of giftedness - an examination of an expanding concept", pp. 40-45.

Terman, L. "The discovery and encouragement of exceptional talent." pp. 8-23.

Ward, V. "Basic Concepts," pp. 45-51.

Gilford-Zimmerman Termperament Survey in Anastasi, A. Psychological testing (3rd ed.). New York: MacMillan, 1968.

Kurfman, D. (Ed.) Developing decision-making skills. 47th National Council for the Social Studies Yearbook. Arlington, VA.: National Council for the Social Studies, 1977.

Rice, J. The gifted. Springfield, IL.: Charles Thomas, 1970.

Woodley, L. & Driscoll, L. A model and suggestions for evaluating decision making skills in D. Kurfman, (Ed.), Developing decision-making skills. 47th National Council for the Social Studies Yearbook. Arlington, VA.: National Council for the Social Studies, 1977.

SUMMARY

The preceding units represent an effort on the part of University faculty members to integrate career education concepts into traditional academic courses.

This is not an attempt to translate career education concepts into a comprehensive effort, yet it does represent the beginnings of a movement in this direction. If career education is going to become established in higher education, it can only be accomplished through the initiative and perseverance of the faculty. It is hoped that this volume will provide faculty members from a variety of disciplines with the opportunity to utilize their students' career development and their own quality of teaching.

The implementation of these or similiar units now becomes the responsibility of concerned and creative educators.

EVALUATION FORM
FOR
CAREER EDUCATION MATERIALS

The project staff would appreciate receiving comments concerning the enclosed materials as this evaluated feedback would be beneficial for future developments.

1. Strengths:

2. Weaknesses:

3. Recommendations:

Please Return This Form To:

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University of Maine
Orono, Maine 04473

REFERENCES

Hoyt, K. B. A primer for career education. Washington, D.C.: U.S. Office of Education, (No date, abstract).